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ABSTRACT

This resource booklet has been prepared to help secondary school teachers in instructing secondary school students with special needs. An historical perspective of Bill 82, which requires that Ontario, Canada school boards provide programs and services to meet the needs of exceptional students, is presented in the first section along with implications of the legislation. The "whole child" is discussed in the second section. It is noted that teachers should treat not only specific, identified student needs but should also consider personality needs, student self image, and student interests. Present approaches to special education, discussed in the third section, include: mainstreaming, segregation of exceptional students from their nonhandicapped peers, alternative schools, resource withdrawal programs, and other special classes and programs. The fourth section describes behaviors, possible reasons for behavior, and suggestions for dealing with students who are: (1) orthopedically impaired; (2) hearing impaired; (3) visually impaired; (4) gifted and talented; (5) educable; (6) trainable; (7) learning disabled; (8) speech or language disordered; and (9) emotionally disturbed or socially maladjusted. Suggestions are also presented for each of the populations in classroom techniques, adapted physical education, and shop and laboratory procedures. The fifth section describes specific methods and programs for students with special needs. Techniques include: self evaluation, cooperative games, task analysis approach, individual contracting, and peer programs. Support services are listed in the sixth section, and the conclusion lists a bibliography of relevant materials. (CJ)

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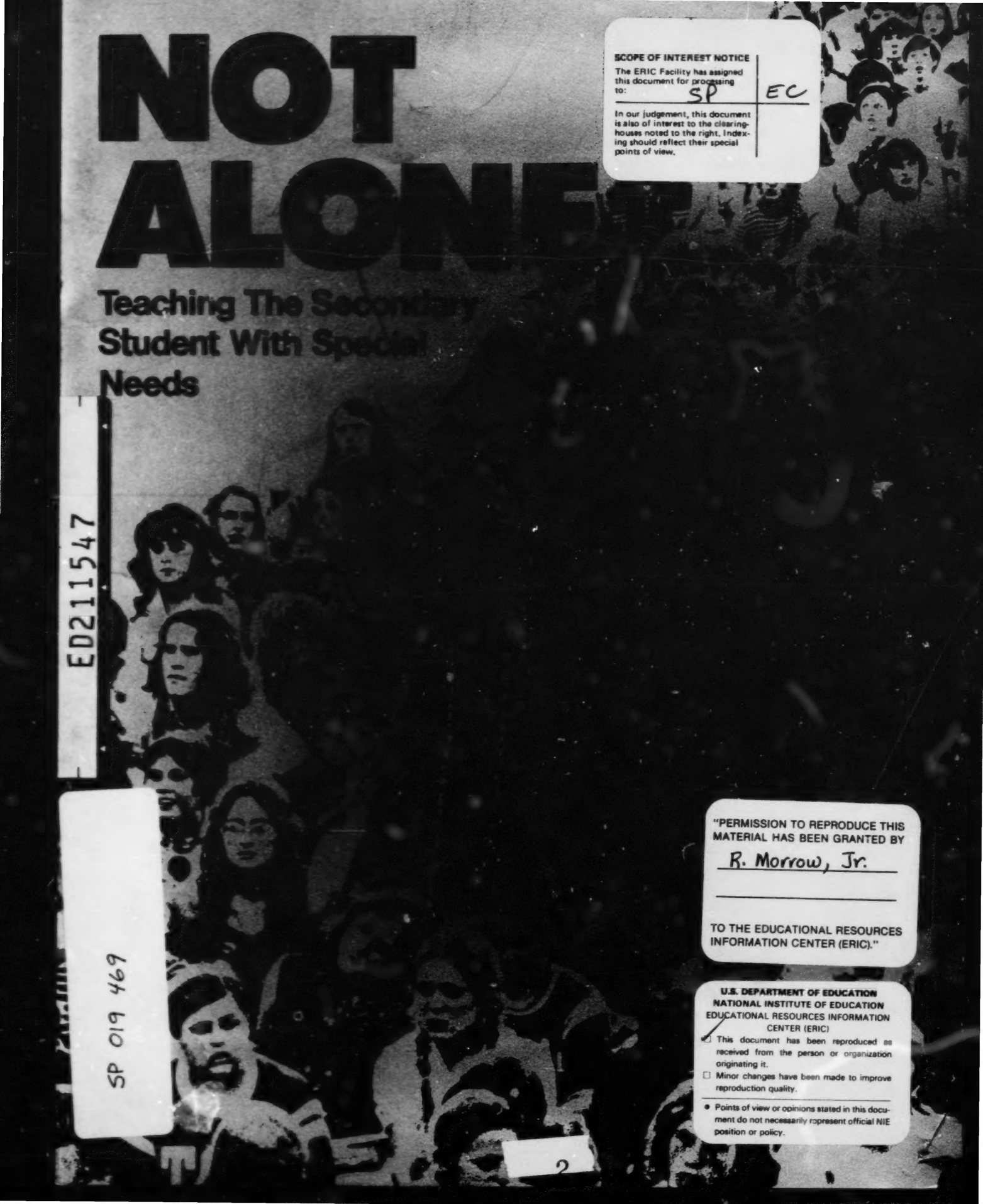
Teaching The Secondary Student With Special Needs



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Teaching The Secondary Student With Special Needs

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The Wall

They laughed at me.
They laughed at me and called me names,
They wouldn't let me join their games.
I couldn't understand.
I spent most playtimes on my own,
Everywhere I was alone,
I couldn't understand.

Teachers told me I was rude,
Bumptious, over-bearing, shrewd,
Some of the things they said were crude.
I couldn't understand.
And so I built myself a wall.
Strong and solid, ten foot tall,
With bricks you couldn't see at all,
So *I* could understand.

And then came Sir,
A jovial, beaming, kindly man,
Saw through my wall and took my hand,
And the bricks came tumbling down,
For *he* could understand.

And now I laugh with them,
Not in any unkind way,
For they have yet to face their day
And the lessons I have learned.
For eagles soar above all birds,
And scavengers need to hunt in herds,
But the lion walks alone,
And now I understand.

an eleven year old
gifted boy

Introduction

New Ontario legislation, in the form of Bill 82, requires that school boards provide programs and services to meet the needs of all exceptional students in the province by 1985. For some boards this will mean little variation in current operation; for others, significant changes will occur. In certain instances, programs will be developed for use in segregated, special education classes However, more students with exceptionalities will likely be integrated into regular classroom settings. This may present some difficulty for the teacher without a special education background if he or she is unprepared to help identify and then meet the different needs of these students. This resource book attempts to provide both general and specific information on methods of providing for the special educational needs of students with exceptionalities within the secondary school.

Students with special needs are found at all levels—from modified to basic to general to advanced. They are typically more alike than different from their peers. Unfortunately, it is the area of weakness which often becomes the focal point of the child's existence within a school. This creates problems for both the student and the teacher.

The student often develops a poor self-image which compounds the initial educational difficulty. If a label is attached to the student's exceptionality, it is not unusual for the label to be dealt with and not the whole student. This, in turn, may mean that the student's strengths are missed.

The teacher has to be concerned about all students in his or her classroom and not spend a disproportionate amount of time with those with exceptionalities. If the teacher has to take much class time in providing remediation or alternative programming to a student or students, this may detract from the quality of instruction given to the other pupils. However, the teacher must provide quality programming and services to the student with special needs. On the surface the dilemma created appears to be difficult to resolve.

If teachers can become more aware of the nature of exceptionalities and how to identify and deal with them utilizing exhibited strengths, the task becomes somewhat simpler. If, at the same time, full use can be made of the many support services available to help with the special student, we can successfully fulfil the demands in this connection within the school. This booklet aims at addressing these issues in a way that can be readily adapted to both the integrated and the special education classroom.

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Bill 82

An Historical Perspective

A series of social and educational changes have occured within the past decade; these have created a climate for new legislation requiring schools to provide special education services.

- The diagnosis of specific problems has been made easier with the development of more sophisticated testing instruments and more rigorous definitions on the constitution of particular learning exceptionalities.
- New and effective remediative strategies have been developed.
- Children who were once institutionalized have been re-integrated into the community, placing more pressure on existing school resources.
- Increased awareness of exceptionalities has been developed as evidenced by the Year of the Disabled in 1981.

The creation of this new legislation did not occur overnight. The development of Bill 82 can be traced as follows:

- Early 1970's — considerable interest shown by certain Parents' associations regarding a "zero-reject" policy in education.
- 1974 — First Ministry of Education initiative—a committee to review implications of "mandatory" legislation.
- 1975 — U.S.A. — passage of the *Education of all Handicapped Children Act* (public law 94-142) followed by regulations issued to accompany the Act in 1977.
- 1977 — Ontario — Private Members Bills (J. Foulds and E. Gigantes) attempting to ensure that the special education needs of all students in Ontario were met. The Gigantes Bill 18 had second reading with full government support.
- 1978 — The Speech from the Throne indicated the government's intention to proceed toward "responsibility" legislation.
- February, 1979 — A statement to the Legislature was made by Dr. Bette Stephenson, Minister of Education, to introduce an amendment to the Education Act, 1974 requiring full special education services for all exceptional students.
  — The first draft of the legislation was circulated to all school Boards, professional and parent associations and other Ministries.

— The response was overwhelmingly in favour of moving towards responsibility legislation. However, four main concerns were expressed: 1) the new provisions should be phased in over several years; 2) time was needed for effective planning, in-service work and program development; 3) "new", rather than reassigned money would be required for the initiative; and 4) provision to avoid litigation such as had developed from PL 94-142 in the U.S. had to be incorporated in the law.

- 1979-80 — Drafts of the proposed amendments were discussed through the Minister's Advisory Council on Special Education with representatives from OSTC, OAEAO, OTF, OCASE, CEC and parent associations.
- May 23, 1980 — Bill 82, an Act to amend the Education Act, 1974 was introduced in the Ontario Legislature by Dr. Stephenson, Minister of Education.
- June, 1980 — Bill 82 received second reading.
- August-September, 1980 — Bill 82 was debated in the Standing Committee for Social Development, with significant amendments added to the Bill.
- November, 1980 — Bill 82 was amended following debate in the Committee of the Whole House.
- December 2, 1980 — Bill 82 received third reading.
- December 12, 1980 — Bill 82 received Royal Assent and became Chapter 61, Statutes of Ontario, 1980.

Definitions from Bill 82

SPECIAL EDUCATION PROGRAM — In the legislation this refers to an educational program for the exceptional student that is based on and modified by the results of continuous assessment and evaluation. It includes a plan containing specific objectives and an outline of educational services that meets the needs of the exceptional pupil.

SPECIAL EDUCATION SERVICES — the facilities and resources, including support personnel and equipment necessary for developing and implementing a special education program.

EXCEPTIONAL PUPIL — a student whose behavioural, communicational, intellectual, physical or multiple exceptionalities are such that he or she is considered to require placement in a special education program by an Identification, Placement and Review Committee.

TRAINABLE RETARDED PUPIL — an exceptional student whose intellectual functioning is below the level at which he could profit from a specific education program for educable retarded youngsters is referred to as a trainable retarded pupil.

HARD-TO-SERVE PUPIL — the student who, due to a mental handicap, or a mental handicap and one or more additional handicaps, is determined to be unable to profit from instruction offered by a Board of Education.

Guide to Bill 82

Bill 82 is legislation designed to ensure that education is provided to suit the needs and abilities of every exceptional pupil in Ontario. Until this legislation, school boards could, if they wished, provide special education programs and services to meet the exceptional needs of pupils. The optional status of the old legislation will be removed in 1985.

The three key provisions of Bill 82 include the ideas of **universal access, special education** and **parent participation.** Appropriate education must be provided for all school-aged children regardless of the pupil's special needs. Each school board must have programs available to meet the needs and ability of exceptional students. Parents are encouraged to become involved with the school boards in the assessment, identification and placement of exceptional pupils. Thus, the legislation ensures that every exceptional student in the Province of Ontario will receive a publicly supported education suited to his or her needs and abilities. The right to withhold permission for a particular placement and the right to require a review of the pupil's placement are guaranteed by the Bill.

The Bill also ensures that the existence of an exceptionality will no longer be a justifiable reason for a pupil not receiving instruction from a school board. The school board will now assist parents to locate appropriate care or treatment for a "hard-to-serve pupil" who cannot profit from instruction and parents may initiate an appeal procedure if they disagree with the recommended placement.

Implications of Bill 82

Apart from the obvious general requirement of making available a wide variety of special programs to meet the needs of students, Bill 82 has particular implications for staff and elected officials.

PRINCIPALS — will become directly involved on Identification, Placement and Review Committees. They will be responsible for the continual monitoring of exceptional pupils, special education programs and services in the schools. They will also assume responsibility for communication with parents of exceptional pupils.

TEACHERS — in the special education area will have additional pressures placed upon them in program development. Since the legislation will typically require the creation of additional special education programming, teachers with skills in this area will be in demand. The non-special education teacher will also find an expanded list of duties under Bill 82. They will help with the development of individual programs to assist students in their classrooms with diagnosed exceptionalities and provide continual assessment. Finally, since there are quite complex appeal mechanisms built into the provisions of the new law, there will be an increased emphasis on putting in writing a description of the educational programs being offered to the exceptional student.

THE SECRETARY TO THE LOCAL BOARD OF EDUCATION — is responsible for referring appeals to the board. In addition he or she will be required to provide correspondence relative to notices and discussions concerning review cases and determinations of the board relative to appeals and hard-to-serve pupils.

TRUSTEES — have at least seven new duties required of them by the legislation:

- the implementation of early and ongoing identification procedures.
- the establishment of Identification, Placement and Review Committees.
- the appointment of members of a Special Education Appeal Board.
- the establishment of Section 34 Committees in reference to hard-to-serve pupils.

- the assistance to parents in locating alternate placements for hard-to-serve pupils.
- the notification to the Minister of Education regarding special education services being provided within their jurisdiction if so directed by a Special Education Tribunal.
- involvement in decision-making regarding appeals.

SUPPORT SERVICES — within school boards may find an increase in their duties. Psychometrists and psychologists are likely to have more referrals than in the past. They may have to develop age-appropriate packages of testing instruments to clearly pinpoint exceptionalities rather than the more general batteries used by many boards. Those school boards without people trained in objective testing will either have to hire psychometrists or buy into community services. Consultants in the Special Education area will have to work closely with classroom teachers in helping to create realistic and workable plans for exceptional students. This will include helping both the special education teacher as well as the classroom teacher who has only one or two students with an identified exceptionality within a regular classroom.

"SPECIAL STUDENTS" — will be provided with services to meet their identified needs. This means that they will be subject to ongoing assessment and evaluation to determine their current requirements. Some will be placed in special education classrooms while many others will be in an integrated class setting, perhaps using alternative learning strategies.

"NON-SPECIAL" STUDENTS — may find more exceptional students within their classrooms. This could prove to be a negative factor if time and attention is taken away from those without exceptionalities. It may be a positive experience if the "Non-Special" students gain from the individualized approach used or if their own strengths are utilized in assisting the "special" student.

PARENTS — will be fully informed of any assessment results or placement of their children. Written permission must be granted prior to assessment and placement. Parents will be involved by the school in the early identification procedures and will participate in review and placement activities. They will have both the right of appeal in identifying and placing a pupil to the Special Education Tribunal established by the province, as well as the right to appeal any decisions affecting the hard-to-serve pupil.

PARENTS' ASSOCIATIONS — will be more directly involved within their local education system. In the case of a local Special Education Appeal Board, one of the three members will be from a local association dealing with the exceptionality of the student under review.

COMMUNITY RESOURCES — may have to be more widely "tapped" than in the past. The local Board may buy services through existing community facilities rather than developing their own.

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The Whole Child

Introduction

The Ministry of Education makes it quite clear that the Bill 82 reference to the requirement of Boards to provide appropriate special education programs and services, goes beyond the strictly educational to the programming needs for the whole child. A student with an exceptionality cannot totally escape the impact of his or her problem on other aspects of development and coping styles. As a result, any assessment or remediative and alternative programming made available to an exceptional student will not be as successful as it could be if the functioning of that individual is not taken into account. In fact, some students, in an effort to avoid having their exceptionality recognized, will display a masking behaviour which might lead the teacher away from the real problem.

J., a 14 year old Grade 9 student, is a behaviour problem in class. He rarely completes his work, constantly talks to other students in the class, "fools around", and refuses to do what is demanded of him by the teacher. On the surface J. exhibits many signs of having emotional difficulties. Objective assessment by a Psychologist reveals that, in fact, J.'s primary problem is a serious specific learning disability. His behaviour, a secondary problem, is a concerted effort to avoid being labelled as having low ability (which J. thinks is the real problem).

If the teacher were to treat the exhibited symptoms, J. might not receive the assistance he really needs. Treating only the learning disability and not the accompanying symptoms would also prove unsuccessful. Only if the whole child is dealt with can effective assessment or programming be developed.

R. is a 16 year old boy who has earned 10 credits in his first 2 years in secondary school. His courses have all been taken at the advanced level and, after the results of the first term each year, teachers have recommended that R. switch to a general level program due to his performance. R. was never a noticeable problem in class although he seemed to be lost or daydreaming much of the time, and almost always did poorly on tests and exams. His OSR was full of comments such as, "could do better", throughout elementary school, although he always managed to pass. R.'s parents, feeling that the school was not properly educating their son and that a real problem existed, took him to the family physician who referred him to a psychologist for testing. He was found to have above average intelligence but with a specific learning disability which affected reading comprehension. His self-image was poor and he coped by withdrawing.

R is a typical example of an adolescent who has developed a poor self-image due to academic frustration but, due to his coping style, is often not identified in the school situation.

It is not only fine feathers that make fine birds.

Aesop, The Jay and the Peacock

Labelling

In the health field, the problems associated with labelling have long been recognized. Rather than treating the person, there is a tendency to treat the labelled disease. With the proliferation of labels in the educational area around exceptionalities, educators must be conscious of the same dilemma.

> B., a 14 year old Grade 9 student, participated well in class and handed in all required assignments. One astute teacher noticed that he was unable to take material written on the blackboard and put it down on paper without "jumbling" it up. The teacher referred the student to the school guidance counsellor who, in turn, referred B. to the school Board psychometrist. B. was assessed and diagnosed as having a minor specific learning disability. As much work as possible was to be given orally to avoid the problem and all teachers were notified accordingly. Several weeks after the diagnosis B., whose apparent problem had virtually disappeared with the auditory teaching style, developed a severe headache and was sent to the school nurse. She happened to do a quick eye examination and found that B. needed glasses.

Had this eye test not been done, teachers may have continued to deal with the specific learning disability label. The problem, which was corrected by glasses without special programming, may have remained undiagnosed. The point of this case, then, is that labels may be meaningless, except as general guides. Since they are not always accurate, the teacher must deal with the whole child, being aware that other problems may be present.

Adolescent Personality Needs

Teenagers often find themselves in a "no-man's land". Not quite adults but no longer children, the expectations placed upon them are often ambiguous. As a result, the adolescent tends to develop several critical personality needs, not always evident throughout other stages of development.

Recognition as individuals and a feeling of independence are both needed. These factors give them the assurance that they are moving towards adulthood as they search for a philosophy of life. There is a need for role models or a value system, but the common denominator is the need to begin to operate with the security implicit in having a set of beliefs of their own choosing. While a need for success or achievement is evident in all stages of life, it is highly significant in adolescence and a lack of success in this area is likely to have long-term negative effects.

> D. is a 17 year old middle child from a 5 sibling, economically poor family. She suffers from scoliosis which is noticeable in her appearance. She idolizes "new wave" musicians and dresses in the genre of those performers. Not a great student, she does as much as is required. She is seen by most of her peers as a "kook". Teachers often make comments to D. about her appearance.

If we look at D. in terms of her needs, we can gain a better appreciation of her behaviour. Her music-related appearance gives her recognition which she might otherwise not get either at home or at school and her reputation provides for her independence. She clings to a value system allegedly accompanying the music and she is a success in drawing attention to herself. Though mostly negative, it is the attention which is the critical factor, not the form that attention takes. Her appearance draws attention away from her disability yet supports her uniqueness. Her actions are, therefore, continually reinforced and she is unlikely to change the behaviour.

Self-Image

Being aware of how adolescents view themselves is crucial in helping to identify their exceptionalities. Each student must be treated as a total person with special needs arising from his or her age, recognizing that exceptionalities may alter self-image in particular ways. In a recent study of specific learning disabled students not diagnosed until they reached high school, it was found that these students exhibited three identifiable personality traits quite different from their non-learning disabled peers. They tended to be

- more excitable, impatient, demanding and overactive,
- more likely to disregard rules or be expedient towards them,
- more likely to be uncontrolled and careless of social rules.

In seeing how this self-image translated into classroom behaviour, teachers noted that the learning disabled students were

- less likely to pay rapt attention,
- less willing to share and help,
- generally unwilling to seek support, assistance and information,
- often unwilling to follow directions.

If this negative self-image takes an active form, the teacher is immediately able to recognize that a problem exists. Many times, however, the student tends to withdraw, is quiet and the real problem is not exhibited and therefore not treated by the teacher.

Applications to Teaching

Learning Environment

T. was a chronic discipline problem. He repeatedly disrupted class by interfering with others, interrupting the lessons and showing disrespect. His academic achievement was at a standstill. However, when chosen to take part in a school-organized canoe trip, T. became a new person. He was co-operative, respectful, and took a leadership role among the other students—helping them develop skills in which he was proficient.

Every teacher has experienced similar situations where students seem to resist all best efforts to provide assistance, only to achieve success in a baffling array of unrelated circumstances. Why do some students master the materials so readily while others seem to struggle along, with minimal result? More importantly, for the classroom teacher, how can learning be maximized for each student given the limitations of time, resources, and the curriculum?

A round man cannot be expected to fit in a square hole right away. He must have time to modify his shape.
Mark Twain, More Tramps Abroad (1897)

In T.'s situation, learning was hampered by his negative attitude and behaviour in class. What were the conditions that produced such a dramatic change?

- Was it the change of environment that allowed him a fresh start?
- Was it the opportunity given T. to display and be recognized for abilities that weren't utilized in the classroom?
- Was it merely that he was chosen to attend?

Above all other considerations, a student's self-image can ultimately lead to achievement or failure. The non-achieving student learns to regard himself as "just a problem" when attention is focused only on his areas of non-achievement and difficulty. Frustration builds and leads to social and/or emotional problems which can be manifested by a variety of behaviours. Recognition is a basic human need; it is especially important during adolescence. If, as in T.'s case, recognition of acceptable accomplishments is not received, undesirable behaviours may develop. Recognition is attained, but serves to diminish rather than build self-concept or self-esteem. Positive reinforcement of the student's real abilities serves to encourage repetition of those behaviours.

It is a prime responsibility of the teacher to create a supportive environment in the classroom, one that acknowledges and accepts individual differences among the students. The teacher must establish an atmosphere that recognizes that everyone has strengths and weaknesses—that one is not unique in having problems. By appreciating individual attributes, personality traits, and abilities, a student's self-concept can be improved. Students need guidance in making the best of their limitations and capitalizing on their strengths. Although teachers may feel that their concern for students is obvious, it often requires increased verbalization and attention to nonverbal communication to reinforce acceptance. Commendation from the teacher is an important motivator, particularly in cases of low self-concept or other limiting factors. A competitive atmosphere is not conducive to creating an "accepting" environment. A wide variety of students compose the community of the classroom and should be valued as individuals on the basis of their own achievement, as measured against their past performance, rather than comparing the student with his or her peers. **Those who perceive themselves to be "out of the running" will drop out of the race.**

Student Interests

S. can't remember the names of the provinces of Canada, even though drilled every day for a week. Yet, she can recall endless episodes of her favourite soap operas—in great detail—describing complicated relationships and events.

S. obviously can remember facts, in sequential order, under certain circumstances. There is something about the soap opera that facilitates her memory.

- Is it the medium of T.V.—a combination of visual and auditory stimuli?
- Is it the drama of the situation that appeals to her current interests and values in life?
- Do the situations presented have a direct relationship to her family life, and therefore, relevance?
- Is the language familiar to her in vocabulary and tone?

It is well-known by educators that learning is facilitated when it is seen as relevant or useful. This is an important tool in motivating students to put forward an effort. Although curriculum guidelines dictate the topics to be covered in any particular course, the teacher can highlight the areas, within topics, that have the greatest interest for his or her particular students. S. is obviously more interested in social relationships than in memorizing the names of provinces. Perhaps highlighting a trip across the country with pictures, encounters, and experiences would heighten her interest in the geography of this country. A recurring problem that teachers face, however, is

finding or creating learning materials appropriate to the maturity level of students whose academic level has fallen behind. S. would not be particularly motivated by "The Browns Go Camping" with Mummy, Daddy, Bobby (age 12), June (age 10) and of course, the family dog, Frisky. Whereas the reading level and vocabulary may be appropriate, the content and tone would be insulting and serve as a 'turn-off' rather than a motivator. Ultimately, this type of remediation programming may develop into a knowledge vacuum which will further impair the student.

Learning Style

One challenge in teaching is to match teaching style with learning style. This includes a variety of variables that can be manipulated to promote learning and produce the desired outcome.

Students have their own preferences in learning style, based on individual strengths and weaknesses. Most people can identify the learning approach that is most beneficial to their own personal success, and students, though they may not recognize the implications, will be able to express what is most 'comfortable' or 'easiest'. S. learns effectively from watching television. She probably knows that she does not learn as readily when asked to read on her own from a textbook. This information can be utilized by choosing alternate methods for students who learn well orally. Lessons could be taped, to be replayed by the student as often as he or she requires. Arrangements could be made for oral testing. It may be helpful for such a student if the teacher were to read whatever information or instructions are written on the blackboard as he or she writes. Often, the student's comprehension may be handicapped when vocabulary is unfamiliar. A vocabulary list can help students familiarize themselves with terminology for the upcoming work. Where writing is a problem for individual students, questions can be dittoed, assignments can be taped and handed in, the amount of writing required can be minimized with matching questions, filling-in-blanks, or multiple choice tests. Appropriate audio-visual aids can be extremely effective as motivational and instructional tools, particularly for students whose learning style tends away from the written word.

Students in a particular class will not have the same learning styles. For that reason, it is important for the teacher to use a wide variety of teaching styles in order to appeal to the variety of students in each class. When individual student learning styles are recognized, presentations and practice can be made more efficient and meaningful.

Level of Challenge

> Although M. has excellent verbal skills, he seldom volunteers to answer teacher questions. When called upon, M. is frequently found daydreaming and needs the question repeated. His written work is usually correct, but is hastily and superficially completed. Often, assignments are not handed in at all. When the study of computers came up as a topic, however, M. displayed an exceptional fund of knowledge and turned in a paper of superior quality and content.

It appears that M. does have learning capabilities, perhaps exceptional learning capabilities, that are not being stimulated. Students may daydream or create behaviour problems when the level of challenge is inappropriate. Some students acquire information quickly and require few examples or repetitions to facilitate recall. Repeated practice of concepts, already mastered, invites boredom. Such students need to be challenged to broaden their abilities and interests. They should be given opportunities to learn research techniques, to test ideas, to work independently. In cases where knowledge is easily acquired, the emphasis should be on the process rather than content. Higher levels of cognition such as analyzing, synthesizing and evaluating should be stimulated.

Classroom activities can be organized in a system of levels, corresponding to steps in the learning process. As soon as competence is displayed at one level, a student could be directed to move on to the next assignment. In this way, each student can move individually, at his or her own rate. Possibilities exist for involving students in group work, providing opportunities for discussion and sharpening problem-solving skills. Group work also enables students to recognize their own strengths and weaknesses and to appreciate the abilities of others. To capitalize on each student's strengths, the teacher must provide the encouragement and direction to achieve at an appropriate level of challenge.

To maximize student learning, success must be provided and recognized, and a secure and accepting environment created to bolster self-concept. Matching teaching style with learning style appeals to the known interests of the student through the most effective modalities at an appropriate level of challenge.

Utilizing Diagnostic and Assessment Information

The OSR

Teachers are often reluctant to look at student OSR's. They may have found that the School Record provides little useful information. Some teachers believe that information that is available in an OSR could prejudice their own relationship with the student. Despite these two potential problem areas, valuable knowledge can be gained if the principal adheres to the Ministry guidelines of including any information in the file which will provide a benefit to the instruction of the pupil. Although the past few years have seen the OSR's cleansed of much controversial or extraneous material, many school boards are now formulating policies on what should be included for the benefit of student, teacher and parent.

The information available can be used in two ways. The OSR may contain actual assessments or summaries of recommendations from assessments done by board psychometrists, both of which may prove useful to the teacher. Some boards, not including assessments in the OSR, place an insert into the Record showing that an assessment has been done. The teacher may request a copy of this assessment.

Where no individual testing is done, the OSR may contain information to help the teacher who suspects some form of exceptionality. A student tested for reading ability and found to be well above average, yet with consistently mediocre grades and accompanying comments such as, "does not work up to potential", may just be unmotivated, may be learning disabled or gifted. Any general suspicions that a classroom teacher might have regarding a student may be supported or rejected by information in the file. On the other hand, if no relevant information is available, it may encourage the teacher to refer the student for assessment.

Psychological Assessments

When a psycho-educational diagnostic assessment has been done, it is aimed at pinpointing a problem and providing a prescriptive plan to help the student in school. Unfortunately, the teacher may receive very little useful information. This problem exists when the report refers to testing instruments and results with which the teacher is unfamiliar, when the wording is laden with jargon and when the diagnosis has no practical applicability to the classroom situation. The reason for at least part of this problem relates to the current Ministry of Education position which allows the principal the power to designate who may do assessments, without requirements of specific training or skill. While larger Boards utilize trained experts, some smaller Boards have staff doing assessments without formalized training. The implementation of Bill 82 will require comprehensive assessments for the appeal procedure; this should make it easier to develop specific educational plans from them. The

Ministry of Education has a liaison committee with the Ontario Psychological Association looking into the current difficulties but until there is a report or new regulations issued, teachers, with assistance from guidance and special education personnel, will have to do some of the interpretation.

Psycho-educational assessments typically include the name and the date of birth of the subject, reason for referral, date of testing, background information, tests administered, results, conclusions, summary, and recommendations. The background information should include a description of previous diagnostic test results, school performance, family situation, appropriate medical information, and any other information deemed relevant. This will provide both the teacher and the person conducting the assessment with some clues to the problem. The tests administered will vary depending upon the suspected difficulty. Where there is a physical difficulty, such as a hearing or vision problem, the tests and the results are usually straightforward. Where the reason for referral is a general learning problem, it will take a battery of tests, rather than a single instrument, to provide a proper assessment. These tests should include instruments testing for intellectual ability, perception and possibly neurological functioning and emotional well-being.

For both overall and individual testing of intellectual ability, including some indication of neurological and perceptual functioning, the Weschsler tests (WISC-R and WAIS) are the most comprehensive and widely used. Divided into verbal and performance areas with five subtests in each, the WISC-R or WAIS should be administered only by a well-trained professional who can interpret both overt and subtle results. Teachers should be looking at the degree of difference between either verbal and performance areas or in the individual tests themselves. For example, a student with a combined score of 80 and with 78 and 82 respectively in the verbal and performance areas is of below average ability (average range—90-110). In the case of a youngster with a specific learning disability, there will likely be a wide range of scores between the specific tests.

Other commonly used tests of ability include: the Wide Range Achievement Test (WRAT); the Primary Mental Abilities Test (PMA); the Differential Aptitude Test (DAT); the Stanford Achievement Test (High School Battery); and the California Achievement Tests (CAT). These have a wide variety of subtests and, unlike the Weschsler instruments, can generally be group administered. While they may provide clues to the existence of a problem, they tend to lack the specificity and diagnostic value of the WISC-R or WAIS. Psychometrists will often use a specialized test of ability functioning where there is an indication of a problem, such as in the area of reading. With any of these tests, however, it is not the level of functioning which is important to the teacher, but what can be done given the existence of a problem.

In the perception area the most commonly used test is the Bender Visual-Motor Gestalt. Requiring students to reproduce geometric designs, perceptual problems are readily measured with this instrument. The Berea Gestalt, which is similar to the Bender but having a short term memory component, is particularly helpful in identifying specific learning disabilities. The Wepman Auditory Discrimination test is used to determine audiological perception. There are a host of other tests used to pinpoint problems in the perceptual areas including the Purdue Perceptual-Motor Survey, the Graham-Kendall Memory for Designs test and the Lincoln-Oseretsky Motor Development Scale.

While some of the tests such as the WISC-R and WAIS do measure a degree of neurological and emotional functioning, other instruments are available for this purpose to the school psychometrist. As interpretation is the key to this type of assessment, the actual instruments will not be discussed here except to say that it is assumed that where there are indications that there are problems in these areas, the student will also be referred on to the appropriate medical specialist.

The date of assessment should be of significance to the classroom teacher. An assessment done more than two years ago is probably outdated. As students grow and change and new instruments are developed, assessments need to be redone. Bill 82 will require that assessment be ongoing so that programming can be made available based on current need.

Competent educational psychologists, or personnel under their direction, are usually happy to provide specific information to teachers. Most are anxious to meet with parents and school personnel to discuss recommendations. In some cases, it becomes appropriate to bring in a special education consultant to help with the implementation of the recommendations or the development of specific strategies for implementation. The underlying point is that the teacher should attempt to maximize the use of resources available. By taking the initiative, (little time consumption is involved) and using the services available from the local board, the teacher can be the most effective arbiter of the success of the exceptional student.

Studies have shown that the classroom teacher is the most accurate person in identifying the exceptional student. Where there are symptoms of a problem evident in behaviour or performance, the student should not be left without a proper assessment. Symptoms of a host of exceptionalities are found in the next chapter and, if these are exhibited by a student, it is incumbent on the classroom teacher to check to see if an assessment has been done. If not, referral should take place.

NOT ALONE

Present Approaches to Special Education

Integration

A number of school boards have attempted to meet the needs of the exceptional students by offering an integrated program in which students receive instruction in a "regular" classroom with special considerations made to facilitate learning in the "least restrictive environment".

Advantages	Disadvantages
• The student may use any of the facilities, programs, and services in the school which are available to students in the regular program. • Integration increases the awareness of the student body and teachers to special needs. • The student is able to maintain his level of competence in his area of strength through practice of these skills. • The student is provided with suitable "role models" through interactions with his peers. Students in the general program who require back-up help may enter the special education resource room for help. • Teachers have the opportunity of working with students with a variety of ability levels and needs.	• Students may be "faking" academic behaviours without comprehension of the concepts presented. • Students in a special program may be housed in an integrated setting without true integration taking place, i.e. limited access to school facilities and programs and interaction with social peers. • Classroom teachers may not be accepting of, or prepared adequately for receiving handicapped students. • Students may not have the coping skills to deal with a larger school community, and the academic and social skills required.

Segregation

School boards have attempted to meet needs of exceptional students by offering a program in which students receive specialized instruction in a classroom or school facility separate from their social peers.

Advantages	Disadvantages
• The program may be located in an area where greater use may be made of community resources. • Students should not be faced with endless failure and unrealistic expectations. • Building and program modifications may be facilitated. • Specialized equipment and materials may be set up on a permanent basis. • Teachers have specialized training and awareness of needs associated with a specific area of exceptionality. • Students develop a sense of community and pride in their accomplishments. • Students will not be exposed to negative comments from other students who may not have an awareness of exceptionalities. • Students from remote areas may have their needs met in a central location, thus reducing the cost of setting up more facilities.	• "Institutionalized" behaviours may be noted where students have insufficient peer "role-models". • Students may find a stigma attached to a special class or school placement. • Students are removed from their school and home community and may face bussing long distances. • Students are not allowed their right to the "least restrictive environment". • Students may remain in a segregated setting indefinitely. • Classes may be used as a "dumping ground" for behaviour problems.

Alternative Schools

STUDENTS:

Secondary schools have found students who have had a great difficulty relating with school, family and community. This problem may be exhibited in the form of behaviour, attendance, or academic problems. The student may have had problems dealing with authority and may have exhausted the support services in the school. Frequently, the school may use the alternative school as a last resort—short of expulsion.

The students generally appear to be alienated by the traditional curriculum. Some students have left school and are in need of upgrading in order to successfully re-enter the school system.

GOALS:

Alternative schools have certain short-term goals:

- to encourage academic competence
- to offer success
- to plan a mutually acceptable program
- to increase the student's sense of self-worth
- to develop basic life skills

Long-term goals are:

- to encourage affective development
- to help the student earn secondary school credits
- to assist students in a return to their home school
- to aid students in developing behaviours which are socially acceptable

MODELS:

One alternative school model services students of average or above average ability. It is expected that they will complete assigned blocks of work. Time pressures have been removed, as has a restriction on the location where studies may take place. Resources such as university laboratories, Canada Manpower, and the Y.M.C.A. may be used.

In another model, parents and volunteers are heavily involved. Students are of average or above average ability, with possible learning disabilities or other exceptionalities. This model was developed by parents who wanted to be more involved in their children's education. They are involved in decision-making, hiring, and setting policies.

Another model serves students who are working at the Basic Level. Their day has a high degree of structure with a basic core program. Life skills such as vocational, family living, and consumer education are stressed.

Other schools try to allow for a more "personalized" educational program for highly motivated students. Not only are time restrictions eliminated, but also restrictions on content. Students are allowed to move from topic to topic within a specific discipline.

INTEGRATION:

It may be anticipated that some students who have entered the alternative school will be re-integrated into the school system, in order that they may continue to earn additional credits toward successful completion of their high school education.

The alternative school might also serve as a "half-way" facility for students who have dropped out and are planning to re-enter the school setting.

TEACHER'S ROLE:

In the Alternative School the teacher's role has changed to one of crisis intervention counsellor, facilitator, and discussion leader. The teacher still provides special remediation and individualized programming. Much of the responsibility for learning appears to be borne by the student with the completion of each learning task, or preparation to re-enter the school setting, or entering the job market. However, the teacher serves as a liaison on the student's behalf with parents, school services, and community agencies and resources.

Resource Withdrawal Programs

STUDENTS:

A student with special needs who has average or above average ability may be provided with a special resource-withdrawal program for part of the day. The student may not be learning in the same way as classmates and may appear clever in some areas; weakness may be observed in one or more areas such as language, either receptive or expressive. In a seconday school setting, the student may spend up to half the day in a resource room.

INTEGRATION:

It is anticipated that with back-up assistance, the student will be able to achieve in the other credit courses which he or she is taking.

TEACHER'S ROLE:

The teacher provides individual or small group instruction, using specialized equipment, materials and methods. The resource-withdrawal teacher serves as a liaison with the student's other teachers, providing assessment information, programming suggestions, special materials, and aids where needed. The special class teacher also arranges for alternative methods of note-taking and evaluation.

Special Classes

STUDENTS:

Special class placement may be considered for a student whose behaviour, communication skills, intellectual functioning, physical disability or multiple handicaps are so severe, that his needs could not be met in a regular program, and special modifications to the program and facilities are needed.

GOALS:

The special class placement is used to help the child reach full potential in a supportive environment, where a specific program is designed to meet needs and capitalize on strengths.

Generally a great deal of time is spent in the affective area, to build up self-concept. Cognitive skills are also emphasized with opportunity for integration in areas of strength in the regular classroom. Skills such as language development, writing, social skills, research, and study skills are reinforced as the need arises.

MODELS:

At the secondary level, special classes have been set up to meet specific needs. Some are as follows:

- behavioural/social problems—behavioural classes
- educable mentally retarded—Junior or Special Vocational
- trainable mentally retarded—trainable classes

Other types of exceptionalities are generally considered on an individual basis for integration into the regular secondary program at the basic or modified, general, or advanced level. Where the exceptionality is severe, students may be placed in a special school.

INTEGRATION:

If materials are provided which are appropriate in level, and techniques are used which minimize the learning deficit, the student may integrate successfully to the regular classroom. A great deal will depend upon the special class teacher's willingness to act as a back-up and as a liaison person.

TEACHER'S ROLE:

The teacher of the special class acts as a resource person within the composite setting. The teacher assists other teachers with programming suggestions and special materials. The teacher may serve as an "ombudsman", seeking out facilities, programs and services for the students in the special class. The teacher will also act as an "ambassador", increasing public awareness of the special needs of the students.

Mainstreaming

STUDENTS:

The move to teach students with special needs with their social peers has been attempted for students having behavioural, social, vision, hearing, physical and intellectual problems. Such students have been "at risk" because society's expectations have been great, teachers have been unable to handle their problems or, as students, they do not learn in the ways most students learn.

GOALS:

Mainstreaming attempts to socially keep students with their peers. They will share facilities and programs. Students with exceptionalities will be provided with positive peer role-models and behavioural expectations will be raised to the level of the "normal" students.

MODELS:

In one model, students at the trainable retarded level (who are of secondary school age) are placed in a composite school setting. This "interaction plan" is instituted for a limited period of time. The remainder of the time is spent at their own school. They are invited into regular classes for specific activities, such as labs or leisure sports. Later in the year, students return to the composite high school for another "interaction" period.

In another model, students at an educable mentally retarded level, and in their early teens, entered the secondary setting in a special vocational program. The students received academic courses geared to their individual academic and interest levels, a life skills program and a technical program with an emphasis on practical, concrete experience. Certain students could enroll in specific courses at the basic or general level if their social and academic level and motivation warranted it.

Several models for the gifted have been used. In some cases the gifted remain in regular classes. It is anticipated that gifted students will serve as "role-models" and leaders for their peers. They will offer stimulation to their peers. One variation of this occurs when students are grouped in the regular classroom. Students then interact with a peer group of similar ability. Learning tasks may then be assigned at a higher level of difficulty to challenge the gifted child.

Gifted students may also receive specialized instruction on a withdrawal basis. Often, the program takes a seminar format. Community resource people may offer their expertise. In-depth study and research are used, with diverse topics being explored. Additional instruction may be offered on an extracurricular basis.

INTEGRATION:

Placement in a regular classroom or school setting will not ensure successful integration. "Regular" classroom teachers receiving exceptional students will need in-depth training and planning sessions. Students will require emotional back-up on a continual basis to ensure successful mainstreaming.

- In the case of the trainable, a 'low-key' easing-in period will be necessary in which natural integration may take place.
- In a more formal integration process, students in the special vocational program may enter the basic level program after one year. It is anticipated that many social and emotional adjustments will have been made by that time.
- The gifted students will require trained receptive teachers who will prepare the other class members for the modifications in instruction and evaluation which will be necessary to meet the needs of the gifted student.

Special Schools

STUDENTS:

Students with special needs may enter a special school if they have severe developmental problems such as educable and trainable mental retardation and orthopaedic handicaps. Students with severe social, behavioural and emotional problems may also need special school placement. Disorders such as language deficits, autism, deafness, blindness and learning disabilities may also necessitate special school placement.

GOALS:

Special schools attempt to provide specialized facilities, resources and equipment for students with disabilities so severe that they prevent them from learning in the regular school system.

MODELS:

- Ontario Developmental schools offer diagnostic, liaison, residential and day programs.
- Demonstration schools such as Trillium and Jules Leger offer teachers an in-depth in-service program as well as direct service to students with learning disabilities. Universities may also operate demonstration schools with Ministry approval.
- The Ontario Schools for the Blind and for the Deaf offer both residential and day programs.
- In addition to Ministry of Education Schools, other ministries such as the Ministry of Corrections, Community and Social Services and Health have facilities with an educational component.

INTEGRATION:

As students demonstrate a level of academic and social competence which meets the expectations of the regular school system, integration may take place. By 1985, it is anticipated that fewer developmental and hospital schools will be needed as local school boards take over these responsibilities. For some time to come there will still be a need for all types of Ministry of Education schools. As the task of demonstration schools is fulfilled, the teachers who have been seconded or trained by these schools will return to their own boards, and share their expertise in an on-going basis.

TEACHER'S ROLE:

The teachers in the special schools will act as liaison persons, preparing students for their re-integration back into their home schools. They will provide in-service for receiving teachers and boards in specialized instructional techniques and program and facility modifications. In addition, they will provide the instruction in the areas of communications, life skills, behavioural and social skills, affective and cognitive development. The teacher serves as an ambassador, paving the way for a successful re-entry into the community.

School boards are now recognizing these advantages and disadvantages. An attempt is being made to arrive at a combination of the two approaches.

- One model allows students to receive instruction in special classes for the core subjects. This allows the special education teacher to counsel the student on a daily basis. The remainder of the time is spent in regular programs where the student may practise using his areas of strength. The special education teacher offers back-up if the student experiences difficulty.
- Another model services students in a residential or day program. They may attend their regular community high school when their social and academic skills, and self-confidence warrant it. Such programs attempt to facilitate the learning of the exceptional student by allowing them "the best of both worlds".

NOT ALONE

Educational Exceptionalities

PHYSICAL EXCEPTIONALITIES

Orthopaedic

Behaviours

- May lack social/interpersonal skills e.g. defensive or attention-seeking
- has an irregular gait
- tires easily
- has poor muscular control e.g. eating, handwriting
- tends to drop and spill things
- lacks stamina and physical strength
- may often be absent
- may be on medication
- may require a means of physical support, e.g. cane, wheelchair, crutches, or braces.

Possible Reasons

- student is trying to "fit in" and to gain peer acceptance
- may lack social experience limited by institutionalization or overprotectiveness
- medication may affect performance
- neuromuscular or skeletal damage may be present
- physical deterioration may be on-going
- may be under close medical supervision and/or physio-therapy, requiring frequent absences.

Suggestions

- create a helping supportive environment where students know they are valued
- reduce the amount of travelling from floor to floor
- avoid excessive exertion and allow for rest periods
- place disabled student near the classroom entrance
- keep extra clothing available in the school
- check for comfort, e.g. foot and body position
- arrange for "buddy" to take notes, or tape lessons, and to assist the student as required
- allow extra time for assignment completion
- increase independence and encourage self-help by making equipment and resources accessible.

If we can't teach a boy to learn our way then we had better learn to teach him his way.

T. Bertrim (1980)

Classroom

- use a three-ring notebook rather than a bound book to help in turning pages
- the content may remain the same
- reduce the amount of writing, e.g. tapes, typewriter
- develop student's listening skills
- use discussion and roleplaying
- relate curriculum to the following topics of concern to the student
  - — legal rights and political action
  - — housing needs
  - — family living
  - — future outlook
  - — living alone
  - — transportation concerns
  - — use of leisure time
- develop good work habits and academic skills
- stress intellectual pursuits and communication skills
- give alternate assignments which may be completed at home
- provide headphones, talking books
- highly structured program is needed
- group students on the basis of level of function
- rate of instruction should be based on the readiness of the student
- allow for social integration through group work, and location in the room

Gymnasium

- develop an awareness of student's strengths and limitations
- take necessary safety precautions
- communicate with resource person to determine which specific activities should be avoided and which should be encouraged
- adapt rules of the game, equipment or facilities to accommodate or include the handicapped person, e.g. softer ball, lower net
- develop individual exercise programs to reinforce therapy program
- use "co-operative" games and sports
- emphasize leisure time activities and individual sports, e.g. bowling, swimming
- substitute other activities for those which are inappropriate
- limit floor space the student would have to cover
- use a "buddy" system
- assign another student to complete the component of the activity which the handicapped person cannot do, e.g. runner in baseball
- adjust requirements for changing and showering
- increase class awareness of the potential and abilities of handicapped people through films, speakers, demonstrations.

Shops and Labs

- arrange for tilted desk tops, carpeting (or non-slip flooring) standing tables, or a cut-out tray as a work area
- "hands-on" experiences to help students explore and interpret their environment, and to reinforce learned skills

- performance should be evaluated in terms of student's progress and improvement
- field trips to encourage greater mobility, and social interaction to "expand their horizons" beyond the school
- facilitate standing by installing hand rails, slings, standing supports
- make equipment accessible
- take necessary safety precautions considering the nature of the disability
- allow the same range of experiential success or failure as other students
- substitute other tasks for those which are inappropriate
- avoid repetition in assigned work
- adapt equipment by installing pencil grips, special handles, recessed keyboards, and by using a dowel or pencil to operate keys

Hearing Impaired

Behaviours

- may daydream or fantasize
- student may have difficulty hearing with or without a hearing aid
- may have difficulty following verbal directions
- may repeat what he has been told, and repeat routine tasks
- has difficulty locating the direction of the sound, appears confused, flighty
- looks at the speaker in order to understand what has been said
- student may not pay attention to sound
- may have difficulty following a conversation
- speech, language and social development is sometimes slow
- may have a limited vocabulary
- student may appear stubborn, or does not pay attention
- repeatedly asks for clarification of instructions
- may appear withdrawn

Possible Reasons

- the student may have been born deaf
- deafness may have occured later due to infection, prolonged loud noise, accident or nerve deterioration
- speech may or may not have developed before deafness occured
- since deaf children have difficulty communicating, they may shy away from interpersonal relationships
- students do not understand rules, and have not developed socialization skills because they are often transmitted verbally

Suggestions

- try to determine the type and degree of hearing loss by arranging for an audiometric assessment
- seat the student where he can see everyone's face so that he may lip-read
- arrange seating so that the light shines on the teacher's face (also to facilitate lip-reading)
- write instructions on the board and on worksheets. If possible, give an example or two
- give as many visual clues as possible
- arrange for whatever medical treatment is necessary

- consult a resource person or therapist to set up an educational program, and to offer specific training suggestions, and specialized communication skills as finger-spelling, and signing.

"Teachniques"

Classroom

- pair with a 'hearing' student
- encourage the student to ask if he does not understand what is being said
- the student needs help with speech and language development and reading skills.
- encourage student to repeat and rephrase what has been said
- be sure to have student's full attention before you begin
- give as many clues as possible, ie. visual and written
- check the student's comprehension often
- talk to the student often, but not for prolonged periods of time
- enunciate clearly, allowing for lip reading
- avoid talking with back to class and walking around the room
- rephrase the question if the student does not understand
- make use of blackboard summaries
- speak in longer sentences that offer more clues rather than in abbreviated speech
- intersperse work periods which require a high level of concentration with less demanding activities
- become familiar with the operation of hearing aids
- ensure that class has a minimum of sound reverberation by installing carpeting and acoustic ceiling tiles
- arrange for auditory equipment such as tape recorders and record players

Gymnasium

- place the student close to the instructor for greater amplification of sound
- the teacher's face should be in view of the hard-of-hearing student
- use visual aids such as demonstrations, blackboard diagrams, films, slides and film loops
- have student remove hearing aid during vigorous activity
- give priority to social interaction through team and group activities and provide a variety of leisure time activities
- develop body mechanics through activities such as Educational Gymnastics, Fundamental Movement training and Rythmics
- use hand signals for commonly used commands and in refereeing games
- incorporate the use of percussion instruments such as cymbals, triangles, drums and tambourines to produce vibrations to which the hard-of-hearing student can respond
- provide individual programmes to meet particular needs in muscular strength and endurance, cardiovascular endurance, flexibility and co-ordination
- a balance programme should be designed for the hearing impaired student where the vestibular mechanism has been damaged
- extra safety measures should be taken in gymnastics activities
- encourage creative expression in Gymnastics, Dance, Synchronized Swimming and Rythmics

Labs and Shops

- teach new functional vocabulary in context
- familiarize the student with new vocabulary/terms before the lesson is taught
- allow opportunity to further develop and practise previously learned skills
- allow student to move his seat if the teacher moves to another part of the shop/lab
- if a special activity or trip is planned, take time to explain what will happen and to familiarize him/her with the vocabulary

Limited Vision

Behaviours

- may or may not be aware his/her vision is faulty
- unable to distinguish movement
- avoids bright lights
- uncontrolled eye movements
- squints or rubs his/her eyes
- holds work too close or too far away
- unable to see shapes
- may close one eye or tilt head
- walks carefully and slowly, seldom runs
- does not pay attention to what he/she sees
- lacks eye-hand co-ordination and fine motor skills
- unable to integrate what he/she sees
- does not learn through the visual mode
- may be distractible
- may be unable to distinguish colours, and shapes
- may or may not use enlarged print, braille
- eyes may be swollen and red-rimmed and student may complain of frequent headaches.

Possible Reasons

- student may have had lack of oxygen at birth
- he may have had illnesses such as tumors, or glaucoma
- he/she may have had serious eye infections
- his/her eyes may have been injured
- student may constantly be rubbing his/her eyes
- he may feel insecure and disturbed by a feeling of loss of self awareness
- limited vision restricts physical and motor activity, thereby limiting the student's range and variety of experiences

Suggestions

- arrange for a vision assessment and checking of lenses
- develop listening skills
- provide for aids such as braille books, stylus, slate, typewriter and tape recorder
- provide for help with adjustment problems
- address the student by his name
- allow student time to familiarize himself with his surroundings

- give clear, accurate instructions
- ask the student how much he can see
- be sure to let the student know when you are leaving
- describe the layout of an unfamiliar place
- help the student establish realistic goals
- encourage self-help skills
- give students the opportunity to learn new things stressing strengths and acquiring new skills

"Teachniques"

Classroom

- use different modalities of instruction
- help partially-sighted students by using unglazed, rough paper, green chalkboards and soft yellow chalk
- provide soft lead pencils, special raised maps and globes, and large-print books (18 point type)
- arrange to have a typewriter in the classroom
- use concrete materials, felt boards, highly-coloured materials and adjustable bookstands, three-dimensional models
- identify yourself at once when approaching a blind student
- increase ability to travel independently in the community by practising pedestrian travel and use of public transit
- provide for student awareness of the use of seeing-eye dogs, laser canes
- say aloud what is being demonstrated or written on the board

Gymnasium

- encourage student to drop negative mannerisms and postures by practising proper posture while sitting or walking
- provide a spatial orientation and body awareness program
- pair a blind student with a sighted student
- develop a set of signals with a whistle
- allow opportunity for student to re-orient in a place where he/she feels secure
- avoid idleness by ensuring maximum physical activity
- allow the student opportunity to make choices, find his way, and become as independent as possible
- help student in the acquisition of orientation skills through all available senses
- make use of auditory stimuli by using clear verbal instructions and descriptions of movement patterns
- utilize the kinesthetic modality by using manual guidance and movement of the body parts when teaching or correcting a skill
- adapt skill activities to include the visually limited student by including extra aids—auditory, kinesthetic, tactile:
  examples — have students call the name of receiver when passing to a team-mate in basketball
  — have student walk in the water as a lead-up to the "flutter kick"
  — in baseball, sighted students can guide the runner in the base paths
- modify equipment—ex. use softer balls, sounding ball

- decrease the space over which the visually impaired student must perform: example — in baseball, baselines can be shortened for that student
- increase the area in which there are no obstacles to ensure safety
- establish an atmosphere of understanding and involvement in activities to ensure social interaction

Shops and Labs

- keep furniture and equipment in the same place
- arrange to have geometric surfaces and solids, braille protractors and raised maps
- have special aids for tactile use such as a clock, calendar, and thermometer
- colour code equipment according to its use
- allow student to work as much as possible with sighted students
- avoid placing student in areas where surfaces are slippery and uneven, and there are mechanical hazards, moving objects and moving machinery
- encourage development of tactile skills through the use of batteries, bells, pulleys, and magnets
- develop a sense of directionality by using directions, angles, and landmarks.

INTELLECTUAL EXCEPTIONALITIES

Gifted and Talented

Behaviours

- often has an unusually advanced vocabulary
- may have a great fund of knowledge about a variety of topics or of one specific area
- has quick recall of factual information
- can readily see relationships, make generalizations, transfer knowledge from one area to another
- may be easily bored with routine tasks
- may prefer to work independently, without teacher direction
- when convinced of the correctness of his argument, the student may be self-assertive or even stubborn
- leadership ability and self-confidence may enable student to dominate groups
- creativity may be shown in questions asked, ability to connect ideas, problem-solve
- may display a particular area of talent, eg. art, music, athletic ability
- behaviour problems may develop which mask the student's ability, e.g. may daydream or read other work during class
- assignments and written work may be completed in a haphazard manner
- student may withdraw from social interaction with peers or be overly critical of others
- may downplay his abilities or choose courses at a lower level than his/her ability would indicate

Possible Reasons

- the student may possess general intellectual ability, superior to that of his/her peers
- home environment may be stimulating and enriching
- the student may possess a specific academic aptitude in one or more school subjects

By nature, men are nearly alike; by practice, they get to be wide apart.
Confucius, The Confucian Analects

How glorious it is—and how painful—to be an exception.
Alfred Musset

- excessive or singular interest may be used to compensate for boredom in the classroom
- divergent thinking skills may lead to unconventional responses, unorthodox approaches, and disorganized work habits
- others may recognize and be directed by the student's unusual leadership abilities based on personality, skill, and physical superiority, thus enriching his/her self-confidence
- student may possess outstanding aesthetic skills in graphic arts, music or dance
- psychomotor ability may enable student to display superior mechanical skills or athletic ability
- behaviour problems may arise if student's talents are not being challenged by work at an appropriate level
- resentment by peers may result from student's apparent attitude of superiority
- teachers may be resentful, feeling the student is a "smart-aleck"
- student seeks peer approval and acceptance and desires not to be different

Suggestions

- create a supportive attitude among class members where individual differences are recognized and the opinions of others are respected
- emphasize research skills, divergent thinking, analyzing, synthesizing and evaluation information
- develop "active" listening skills to assist in development of interpersonal skills
- motivate the student to work at the appropriate level of challenge, recognizing that content may quickly be assimilated without repeated practice
- encourage independent study and a scientific approach to the acquisition of knowledge
- develop confidence and self-worth by recognizing accomplishments
- develop solid work habits by setting standards for quality, completing assignments and meeting deadlines
- encourage the student to progress at his/her own rate
- provide opportunities for discussion to allow students to test ideas, and use problem-solving techniques through commercially produced programs such as "Contemporary Concerns of Youth"
- develop aesthetic appreciation by acquainting students with film and drama festivals, non-credit art course, and concerts available in the community
- acquaint students with the possibility of cultural and bilingual exchanges and international travel
- encourage students to utilize skills learned in school orchestra, band, and drama clubs by participating in community productions, junior school performances, travelling children's theatre, and summer training programs.

"Teachniques"

Classroom

- use a variety of questions to stimulate thinking at all levels of learning
- use interest centres to stimulate new areas of pursuit
- grouping students of similar abilities allows for the development of interpersonal skills and the sharing of ideas
- a Task Analysis approach, using task cards at different levels of challenge facilitates the individualization of learning

- use Individual Contracts to involve students in planning their own learning, establishing time lines, choosing topics of interest, and working at advanced cognitive levels
- guide the student in contacting experts and sources in the community to provide stimulation and inspiration and in so doing widen their horizons
- involve the student in evaluating his/her own work by establishing standards co-operatively
- teach research, organizational, study, communication skills (both oral and written) by preparing and presenting in-depth research projects, or taking part in debates, panel discussions, and conducting interviews
- develop strategies through the game approach, e.g. computer games, chess, commercial and electronic games
- chart student's progress in developing higher levels of analytical thought and problem solving skills by using the "Think Lab".

Gymnasium

- arrange for the periodic use of video-taping to enable the student to analyze his/her own performance
- provide courses at varying levels of difficulty in Cross-Country Running and Skiing, Orienteering or Vita Parcours
- encourage the student to draw on principles of Biomechanics to correct and improve technique
- increase challenge opportunities by offering options in high-risk activities such as rock climbing, downhill skiing, scuba diving and white water canoeing
- assign the task of researching and producing his/her own training programmes
- direct the student to community resources, clubs, coaches or camps to provide expertise and increased exposure
- use film loops or films of athletes performing particular skills for analysis of technique
- encourage participation in extra-curricular activities such as school teams and clubs
- permit the student to use his/her expertise by having input to the class, e.g. devise warm-ups, drills, plays
- develop leadership and organizational skills, where appropriate, by involving student in presentations, organizing activities, assisting other students
- provide opportunities for creative development by encouraging individuals to develop routines in dance, gymnastics or swimming to be performed in the school and the community
- encourage inter-personal skills by involving the student in groups to develop routines, modify games and conduct recreation programmes

Shops and Labs

- use the Discovery Approach to encourage creativity and use of the scientific method, e.g. consumer product testing manufacture of a common item such as soap, paper
- guide students in setting goals for individual experiments on projects, devising the method to be followed, and the criteria for evaluation
- make use of field trips to familiarize students with facilities not available in the school, e.g. university labs, hospital facilities, computer centers, planetarium, museum, galleries
- arrange to utilize expertise of school resource personnel such as television and radio production with the audio-visual technician

- provide students with information regarding scholastic competitions, displays, fairs, exhibits

Educable

Behaviours

- may have a short attention span
- has difficulty transferring a concept from one situation to another
- has difficulty generalizing
- avoids trying new things
- academic achievement is below the level of their peers
- uses socially inappropriate behaviour, e.g. showing off, withdrawing
- may have low frustration tolerance
- has difficulty competing with peers, i.e. some may give up and some may work very hard producing good results
- has poor retention
- poor verbal skills
- work habits and study skills may be lacking
- physical skills and co-ordination may be below class level

Possible Reasons

- may use "masking" behaviours to hide deficiencies
- may have poor general health
- low intellectual functioning may result from environment and/or heredity
- reluctance to participate may be caused by fear of failure
- cognitive and social skills may develop at a slower rate, e.g. concrete vs. abstract learning, language development
- low achievement may result from environmental deprivation, cultural differences, and other physical, social and emotional factors
- has low self-image

Suggestions

- investigate physical and health conditions
- use a highly-organized structured program
- provide immediate feedback
- provide repetition and practice to reinforce learning over time
- give one or two-phase instructions
- teach using as many modalities as possible, i.e. use concrete materials, roleplay, audio-visual materials
- provide sequential instruction based on previous learning
- break down complex tasks into their simplest parts (task analysis approach)
- provide success by finding the optimum level at which the student should work
- allow student to progress at his/her own rate of learning

"Teachniques"

Classroom

- encourage good work habits by providing student with a folder for his notes to be kept in the classroom

- provide learning materials at the appropriate reading level
- formulate class rules co-operatively
- give short frequent quizzes to test comprehension of concepts presented
- when giving an assignment give two or three choices, on short topics with explicit guidelines on how and what to do
- lesson objectives should be communicated to the students to give a sense of purpose and accomplishment upon completion
- move away from idea of competition to individual achievement
- relate concepts presented to real-life situations, i.e. teaching of life skills
- reduce the amount of writing by using alternate methods of note-taking, e.g. worksheets
- structure routines so that behavioural and work expectations are clear
- provide a short adjustment or 'easing in' activity at the beginning of the class to set the mood, e.g. record player, short quiz, silent reading, writing journal

Gymnasium

- reduce competition and stress individual skills
- stress leisure-time activities
- encourage good health habits, e.g. diet, posture, bathing
- keep extra uniforms, for those who forget
- be aware of school funds available for needy students
- emphasize family living and interpersonal skill development by relating to student's experience and needs
- make new situations as non-threatening as possible, e.g. initially modify equipment for comfort
- work in small groups initially to avoid exposing deficiencies to a large group
- break skill down into small steps proceeding only when mastery is reached

Shops and Labs

- allow as many aids as needed, e.g. number line, calculator, typing chart
- use "real" materials as much as possible, e.g. bus schedule, coins, telephone book, measures
- encourage manipulation of objects and environment using the discovery method
- have clear and consistent safety rules and procedures
- be aware of any physical or emotional limitations before assigning a student to a task
- use clear step-by-step instructions
- demonstrate new skills, and allow for supervised practice before students attempt an independent activity
- stress functional reading and mathematics skills, e.g. measuring and reading recipes, directions, maps and charts

Trainable

Behaviours

- lacks physical co-ordination and spatial awareness
- has difficulty following directions
- may have limited social skills as a result of an overprotective or institutional environment
- likes repetition of simple tasks

- may not have developed self-care skills, i.e. unable to deal with basic needs
- has difficulty using public transit
- has an intellectual functioning level below his/her peers
- has poor academic skills
- may use socially unacceptable behaviours such as indiscriminate affection and responsiveness
- unable to compete with his/her peers in an academic or vocational setting
- may not cope well with any degree of pressure
- health problems requiring medication, medical supervision and diet restrictions may be present
- inability to communicate or relate effectively
- may have multiple handicaps

Possible Reasons

- students may function at different levels of competence
- problems may be compounded by physical disabilities
- if the student has presented a financial or emotional burden on the family, he may not have a good self-concept
- difficulty putting himself in the other person's place thus causing poor social interactions
- less opportunity in institutions for modelling appropriate behaviour
- past expectations may not have encouraged independence

Suggestions

- allow opportunity for students to become familiar with community facilities such as recreational, educational and vocational counselling programs
- help the student to make his/her own decisions and determine his/her own needs as much as possible
- encourage independence by teaching self-help skills
- personal contact is essential
- involve the parents in activities so they may see the gains their student has made
- use direct systematic evaluation of student performance to see if goals are realistic
- encourage self-control, social adjustment, self-care
- encourage communication, good work habits, and independence

"Teachniques"

Classroom

- teach compensatory skills for areas of weakness
- allow for language development and use
- encourage use of the senses
- provide a highly structured program
- give preventative health instruction, e.g. dental care
- encourage community involvement by use of volunteers, guest speakers, demonstrations
- a concept may be introduced in one way, but reinforced in a variety of forms, using different materials, games, media
- determine areas where instruction is needed and allow practice until mastery is reached

- develop functional academic skills such as telling time, reading bus routes, handling money
- teach classification skills, observational techniques, and manipulative skills

Gymnasium

- encourage communication and social skills by providing opportunities for small group involvement
- stress leisure activities and hobbies
- utilize community recreational facilities, e.g. pools, arenas, halls
- reinforce academic learning in a social setting, e.g. scoring for bowling
- stress appearance and general physical health
- modify games to the skill level of the student
- encourage punctuality and appearance in any activity
- use a buddy system using peers from 'regular' program
- employ music and rhythm activities to develop co-ordination and to encourage self-expression
- encourage co-operative activities such as 'parachute' games

Shops and Labs

- give some variety in the tasks assigned
- use every opportunity to encourage social skill development
- break simple assembly and packaging tasks down into their smallest components
- allow for immediate reinforcement by use of a token economy using chips, points, or a bank book
- simulate the work environment using a timecard and time-clock
- protect the safety of the students by installing guards, and using helmets where necessary
- encourage work habits such as working for quality and speed in order to increase chances for community employment
- encourage greater participation in their environment by familiarizing students with bussing, shopping, and budgeting procedures
- expect students to care for equipment, ready their work area, and clean up after each task
- develop motor co-ordination through arts and crafts, hobbies, vocational activities

SPECIFIC LEARNING DISABILITIES

Definition

Students having learning disabilities are those with "disorders in one or more of the processes involved in understanding or using symbols or spoken language. The disorders result in a significant discrepancy between academic achievement and assessed intellectual ability, with deficits in at least one of the following areas:

- receptive language (i.e. listening, reading)
- language processing (i.e. thinking, conceptualizing, integrating)
- expressive language (i.e. talking, spelling, writing, mathematics computations)

Such deficits become evident in both academic and social situations. The definition does not include children who have learning problems which are primarily the result of impairment of vision or hearing, motor handicaps, mental retardation, primary emotional disturbance, or environmental, cultural or economic advantage".

— Ministry of Education, 1978 —

SPECIFIC LEARNING DISABILITIES

Behaviours

- more accident prone than peers
- uneven academic and social development and progress
- may write well but not read well, or vice versa
- specific gaps in skills such as reading, spelling, mathematics, writing
- very easily distracted
- lack of sense of time, space, body awareness, shape, e.g. lack of organization on the page
- difficulty sequencing when presented with visual or auditory stimuli
- may exhibit negative behaviour patterns (acting out or withdrawal)
- written work may be poor in style and form with frequent errors in omissions, additions, substitutions and reversals
- difficulty tracking with reading
- problems with short-term or long-term memory

Possible Reasons:

- minor neurological impairment may result from pre-natal, natal, or post-natal injury
- other influences include heredity, severe childhood illness, accidents
- student learns better in one mode and misses information presented by other modes
- processing of information may be inefficient resulting in difficulty receiving, synthesizing or expressing material
- frustration and fear of failure may result in negative behaviours
- exhibits negative self-concept and fear of being of low ability

The eye may see for the hand, but not for the mind.

Henry David Thoreau (1849)

Suggestions

- check OSR for diagnostic information and, if none exists, arrange for a referral
- use a variety of instructional modes
- provide for alternate methods of evaluation such as oral testing, tapes
- reduce classroom distractions
- allow ample time for assignment completion
- strengthen existing skills through positive, successful experiences
- accentuate the positive and avoid reinforcing negative self-concept by excessive correction of student errors
- contact consulting resource personnel for specific information and assistance prior to remediation
- recognize that each student's learning disability is different

"Teachniques"

Classroom

- encourage expressive language and higher thought processes by questioning techniques
- when evaluating student's written work, concentrate on specific content or skill which has been emphasized rather than general corrections
- attempt remediation appropriate to the student's age and ability
- minimize distractions by providing study carrels which are available to all students
- use volunteers to assist in taping, and recording student work
- provide for emotional and academic support of a resource withdrawal teacher, paraprofessional, tutor, or peer-counsellor
- ensure student is attentive before giving instructions or questions
- rephrase a question if the student does not comprehend or answers incorrectly
- arrange for student use of computer printers or taping as alternatives to writing

Gymnasium

- help students establish spatial relationships through movement exploration activities such as Educational Gymnastics, Fundamental Movement, Rythmics and Dance
- give encouragement and recognize the abilities of the student in order to enhance self-concept, and to provide success and enjoyment
- involve the student in deciding measures to be taken in the event that he/she becomes overly-excited or distracted during activity. Example: resting in the changeroom

Shops and Labs

- present manipulative experiences wherever possible
- vary the degree of difficulty of assignments proceeding from the concrete to the abstract
- use discovery method proceeding from the known to the unknown
- use gestures and visual demonstrations while giving oral instructions
- have student verbalize procedure steps prior to completing a manual task
- prevent fatigue by alternating modes of instruction, e.g. auditory and non-auditory activities

- present vocabulary and shop/lab experiences simultaneously to promote associative memory
- tailor activities to the student's interests to maintain attention

OTHER LEARNING DISORDERS

Speech and Language

Behaviours

- unable to form, blend and pronounce sounds
- has a harsh, husky voice or a nasal twang
- speaks too softly or too loudly
- substitutes and adds or omits sounds
- speech patterns are broken by stuttering
- may struggle and avoid speaking when he/she feels uncomfortable
- may not understand the structure of grammar or the relationship between sound and symbol
- understands what is being said but refuses to answer
- has difficulty naming things
- may drop word endings
- has an abnormal rhythm or rate of speech

Possible Reasons

- inadequate general health
- student may be unaware of the correct way to pronounce or make a sound
- the larynx may have nodules which could disappear with therapy or by surgery
- fear or anxiety may make fluency impossible
- the student may have a history or illness, delayed speech or may be left-handed, a twin, or may have a lack of left- or right-handedness
- the language may have developed at a slower rate due to a hearing loss, mental retardation, emotional disturbance, or environmental deprivation
- language problems are often symptomatic of other primary problems

Suggestions

- help the student to recognize her/her own mistakes
- teach him/her the sound in isolation
- encourage him/her to use the sound in everyday use
- arrange for a referral to a speech/language clinician, or an ear, nose and throat specialist for assessment
- try to remove the emotional source of the problem
- remove whatever is causing the stuttering
- encourage the student to avoid speaking rapidly
- give opportunity to improve vocabulary, language usage, and communication skills

"Teachniques"

Classroom

- teach language skills in context, coming from the student's background

- reduce the amount of "teacher-talk" and increase the amount of oral experience the students have
- teacher provides a role model for appropriate language, later promoting role-play
- use language-related equipment such as films, filmstrips, tape recorders, slides, records, overhead projectors, headphones, and language masters
- encourage development of social and language skills through word and card games which stress matching, sorting, and classification skills
- allow opportunity for expression through art, drama, composition; encourage verbal communication through teacher initiated questions, later through unrehearsed student conversation

Gymnasium

- encourage a sense of environment through use of climbing apparatus
- use community facilities such as swimming pool, arena
- develop student's awareness of movement and his position in space through Educational Gymnastics and Fundamental Movement training
- encourage expression through dance, gymnastics, rythmics
- allow choices between alternative responses by using the discovery method
- reduce the number of commands given by the teacher to a bare minimum
- allow for repetition and variation drills and group and individual practice of new skills
- encourage application of newly acquired language skills to recreational situations such as swimming, bowling, tennis

Shops and Labs

- develop a functional sight vocabulary based on a word list of terms used in specialized areas of study
- provide for practice of sorting, labelling and classifying through storage of equipment in the area
- give as many clues as possible (verbal and gestures) when seeking student response
- encourage language learning outside the shop/lab through outside school experiences such as tours, field trips, and visits
- develop problem-solving skills through manipulation of concrete objects, and through problems faced in real-life situations
- label objects used in class activities, and use symbols and signs
- accompany instructions with a demonstration of the skill being presented

BEHAVIOURAL EXCEPTIONALITIES

Emotionally Disturbed and Socially Maladjusted

Behaviours

- may be defiant and resistant to direction and authority
- may have difficulty concentrating, be inattentive and easily distracted
- may frequently defy classroom behaviour standards, have outbursts of temper or be destructive
- may have difficulty socializing with peers because of abusive, antagonistic or immature behaviour or may withdraw, becoming isolated from social groups
- may exhibit disordered visual-perceptual development, motor limitations, poor impulse control and learning and memory deficiency

- often has difficulty with abstract thinking and judgement
- poor self-esteem and need for recognition may cause conflict
- may have changed schools frequently
- may not be living with natural parents
- may or may not be using school and community counselling services, and child care or social workers

Possible Reasons

- frequent school changes may be due to disrupted family life
- emotional upsets block clear thinking or decision-making processes
- negative behaviours may be a result of long-term institutional placement
- information regarding past background and experiences may prejudice teachers' expectations
- the student may develop disorders of learning and behaviour associated with negative environmental influences
- the cumulative effects of repeated failure, negative experiences and social stigma may cause these learning and behaviour disorders
- behaviour may be affected by physical appearance, injury, deprivation, or poor general health

Suggestions

- provide a consistent, highly structured environment
- establish routines and definite rules of procedure and behaviour
- provide success by assigning tasks at the appropriate level of challenge
- arrange for opportunities for physical activity to follow periods of emotional stress
- maintain consistent consequences for misbehaviour
- give short, specific assignments
- provide an area where the student can go to 'cool down' and be isolated from the group when upset or disruptive
- emphasize finding solutions to problems, rather than the reasons for misbehaviour
- assist student in accepting responsibility for his own actions through self-evaluation, problem-solving
- reduce anxiety and excessive motivation by focusing on immediate, short-term behavioural and academic goals
- programmed instruction with positive reinforcement can facilitate learning and reduce disruptive behaviour; provide for immediate feedback
- focus on areas of skill and competence rather than on the dysfunction
- reduce competition to reduce stress
- assess carefully personalities of students in order to avoid unfortunate pairings and groupings
- provide a positive means of self-expression through drama, music, art
- influence behaviour by utilizing the support of a positive peer culture group

"Teachniques"

Classroom

- use a Task Analysis approach with immediate feedback and reinforcement for accomplishing sub-tasks

- positively reinforce specified desirable behaviours regularly
- establish definite and consistent limits and expectations for behavioural and academic progress in co-operation with the students
- Individual contracts may be used to encourage an individual sense of accomplishment and commitment
- carrels should be made available in the classroom to provide a less distracting work area, when a need is established by either the student or the teacher
- courses should be geared to interest areas and academic ability
- reduce competition by evaluating student's individual progress, not his/her performance as related to class norms
- motivation should be moderate and success should be evident at each stage to avoid stress and anxiety
- provide a secure classroom environment where group interaction is minimized initially and social skills are acquired gradually depending on the readiness of the student
- encourage tolerance of other people's opinions through directed discussion
- recognize that each individual student's attitudes, values and beliefs may differ
- encourage positive modes of expression by providing suitable role models, and creative expression activities
- develop alternative methods of response in problem situations through role-playing, and analysis of media
- begin the lesson with an "easing in" activity to set the mood, e.g. records, tapes, story, journal-writing and active listening
- arrange for a peer counsellor to give academic and social support

Gymnasium

- provide vigorous physical activity to relieve stress
- reduce competition by including co-operative games, partner and group efforts, and common group goals
- have definite and consistent procedures and lesson organization to provide stability
- include a "warm-down" period of adjustment at the end of each lesson
- supervise locker-room activity to ensure that conflict and aggressive behaviour cannot develop
- vary the activities and the pace during each lesson
- allow the student access to the gym during times of stress, before school, during lunch, and after classes for individual running, weight lifting, or skill practice
- provide a withdrawal or isolation area for the student when experiencing difficulty with behaviour control
- although the student may be motivated, negative behaviour may necessitate removal from the game to allow cooling down and to end aggressive or dangerous behaviour
- create a supportive, low-stress atmosphere by recognizing and rewarding individual effort
- include activities that provide a positive means of self-expression such as dance, gymnastics or synchronized swimming

Labs and Shops

- reduce distractions and create order by keeping the area tidy and well-organized, with equipment and supplies in labelled cupboards and drawers
- establish clear and definite procedures to structure the lesson
- maintain attention through a variety of teaching approaches, appropriate audio-visual aids and activities
- ensure that the tasks assigned are commensurate with the students' abilities, interests and maturity level
- every effort should be made to ensure the safety of the students around moving machinery and potentially dangerous equipment, necessitating close supervision
- pair or group the students carefully, keeping personality in mind, to avoid volatile situations
- provide a quiet area, removed from the general activity, for the student who needs to withdraw for a period of time
- provide a stable environment; keep disruptions of routine to a minimum and inform students prior to any changes
- where possible, maintain a schedule or duty roster so that students have the security of knowing their specific tasks

NOT ALONE

Specific Methods and Programs

LEARNING PROGRESSIONS

Description

In order to individualize the learning in a classroom which includes a variety of ability levels and learning styles, the teacher can utilize the general steps involved in the cognitive process. Learning progresses through the following general stages:

COGNITIVE PROCESS	STUDENT SKILLS
Acquisition of facts	— Recalls information and major points
Comprehension of ideas	— explains in his/her own words — can recognize and demonstrate ideas
Application of ideas	— can solve new problems, using learned principles —can illustrate and use knowledge
Analysis of material	— can separate the different elements of the material — can compare or contrast ideas
Synthesis of information	— can combine separate ideas in a creative manner — generalizes and organizes learned ideas
Evaluation of ideas or methods	— can judge the value or effectiveness of different ideas and methods — can critique, rank, and rate material

By using tasks at each of these levels, the same content can be studied by all students, progressing at their own rate and level of ability from basic to more complex processes. The teacher will be responsible for motivating and encouraging students to complete the work at the appropriate level of challenge. Reinforcement as check-marks, grading, numerical marking or praise, should be offered at each stage. Necessary resources must be available to students and alternative work centers could be established within the classroom.

BLOOM'S TAXONOMY	PROCESS WORD	EXPERIENCES
Knowledge and comprehension	explain, demonstrate, list, show, recognize, uncover, discover, experiment, observe	**recalling facts and/or definitions:** who did what, what happened when, where did it happen, when did it happen, why did it happen, define thus and so. **giving descriptions:** describe what happened **stating main ideas:** what is the main idea **comparing:** how are these alike/different
Application	apply, construct, code, collect, relate, model, group, organize, order, summarize, class	**apply techniques or rules to solve problems that have a single correct answer:** i.e. If John has 40¢, how many 8¢ balloons can he buy? What is the latitude of Paris compared to Buenos Aires? **classify:** Which poems are ballads, sonnets, odes, etc.?
Analysis	fill in, take part, put together, formula, take away, combine, suppose, assume, solve, compare, control	**identify motives or causes:** Why did Poe write short stories? Why did Balboa discover the Pacific Ocean before Magellan sailed around the world? **inference reading:** Now that we've studied this, what can we conclude about _____? **taking apart and putting it back together in the same way:** What does this tell us about? **finding evidence to support generalizations:** What evidence can you find to support _____ (the principle that every action has a reaction). **giving opinions about issues:** Do you agree or disagree and why . . . Do you believe that _____.
Synthesis	imagine, extend, predict, invest, compare, contrast, translate, design, solve, hypothesize, interpret	**new solutions for old problems:** can you think of a (new title, etc.) how can we improve **making predictions:** what will happen next _____, what will happen when _____, what will happen now that _____ **producing original thought:** given then known information about the ocean, how would you experiment on farming underwater . . . given known information about the downfall of Rome, how would you prevent this from happening now.
Evaluation	judge, justify, decide, criticize, defend, support	**judging the validity of ideas:** do you think that it is right to _____ **judging the merit of problem solving:** would it be better if _____ **judging the quality of other products:** which do you like best and why _____

Sample Progression

AREA OF STUDY: CANADIAN STUDIES
LESSON TOPIC: THE VOYAGEURS

ACQUISITION OF FACTS	COMPREHENSION OF IDEAS	APPLICATION OF IDEAS	ANALYSIS OF MATERIAL	SYNTHESIS OF INFORMATION	EVALUATION OF MATERIAL
Who were the voyageurs? What was their method of travel? Who did they work for? What kind of men were they? a) physical description b) character description What was the purpose of their trip? What route did they follow into the interior of the country?	Describe the conditions met on the route. Locate and trace the route on the map supplied.	Why did they choose this route? What alternative routes were available? Why were these other routes not preferred?	Why was the fur trade so important to the Europeans? What was the impact of the fur trade on the native population?	Estimate the total cost of a return trip to Fort William, itemizing the costs. Balance this against the expected return for the furs.	Support or refute, giving reasons, the following statement: "The subjugation of the native population was an inevitable outcome of the fur trade."

SELF-EVALUATION

Description

Since evaluation is the highest cognitive process in Bloom's Taxonomy, it is an important part of a student's program. It provides an opportunity for critical thinking, problem-solving, and organizational skill development.

The student's involvement in self-evaluation allows him/her the opportunity to decide what part of the work assigned was the most enjoyable or instructional, what part was the most difficult, what new skills were learned, and what resources were used. In addition the student can gauge the degree to which he/she was successful in reaching his/her own objectives, whether he/she has any ideas for further study which have come from completing this assignment, and if he/she has some ideas where he/she feels further study is needed to answer his/her questions.

Method

The classroom teacher could prepare a list of criteria in advance which will help the student evaluate his/her own work, or the list could be prepared co-operatively with the students.

A writing assignment or composition could be evaluated according to these criteria:

- title
- introduction
- development of ideas
- conclusion
- paragraph form
- spelling
- grammar
- punctuation
- sentence structure

A research project, on the other hand, could use a different set of criteria:

- title page
- index
- content
- bibliography
- division of responsibilities
- variety of resource materials used
- originality
- general appearance
- use of time

Once criteria have been established, a rating system should be devised, where numbers and grades are clearly defined. Then, a chart is drawn up which lists the criteria and the possible mark, and a space is allotted for both a student and a teacher mark.

The teacher and student then complete the form, and compare their evaluations. They may at this point discuss the student's progress, areas of strength and weakness, and areas for further study.

Sample

After a unit or block of work is completed, students need to see their achievement and progress. Self-evaluation may give them the feedback and provide them with the motivation they need. Work habits and notebooks are two areas where students can begin to take on the responsibility for their efforts. Other areas could include book reports, oral presentations, visual presentations, interpersonal skills, and class participation.

SELF EVALUATION

NOTEBOOK

	STUDENT MARK	TEACHER MARK	POSSIBLE MARK
TITLES			1
DATES			1
UNDERLINING			1
PEN USAGE			1
DIAGRAMS			1
HANDWRITING			1
PRINTING LABELS			1
COMPLETENESS			1
SPELLING			1
TOTAL			10

SELF EVALUATION

(WORK HABITS)

	STUDENT MARK	TEACHER MARK	POSSIBLE MARK
PUNCTUALITY			1
REGULAR ATTENDANCE			1
WORKS QUIETLY			1
WORK COMPLETE			1
WORK CORRECT			1
ASKS FOR HELP			1
WORKS FOR QUALITY			1
MAKES CORRECTIONS			1
READIES WORK AREA			1
CLEANS UP WORK AREA			1
TOTAL			10

CO-OPERATIVE GAMES

Description

Co-operative games can be used in a variety of situations where the teacher wishes to de-emphasize competition and, therefore, reduce the stress and fear of failure. Participation is maximized when every student, regardless of ability or skill level, perceives that he/she can make a positive contribution to the outcome of the game. Because winning is not the aim of the game, and success demands the involvement of all players, there are no losers. Loss of self-esteem is a prime reason for students to withdraw from any learning situation. This is particularly evident when teaching students who have experienced repeated failure. This "loser syndrome" prevents students from becoming involved in activities which will expose their weaknesses and invite ridicule. Co-operative activities reinforce the student's confidence, provide stimulation, self-validation and success.

Co-operative games and sports can be readily devised from traditional activities. They may still include a high level of vigorous activity, opportunities for skill development and improvement, and challenge. However, adaptations are made to include, rather than eliminate a portion of the participants. There is no one winner and, therefore no losers. There is, rather, a goal or objective which requires the contribution of all players to be accomplished.

Method

Simple rule changes or procedures can increase the co-operative nature of traditional games. In basketball, for example, the rule could be instituted that no team can score until every member of the squad has received a pass. A simple change, but one that insures that all members are involved and are equally important in producing points for the team. Similarly, in dodgeball (or murderball), instead of a hit player being eliminated, the individual crosses over to the other side, still participating. The objective is to have all players on one side, thus ending the game. The essential skills of agility, accuracy in throwing, and judgement remain but the effort is co-operative and inclusive rather than competitive and exclusive.

The value of the co-operative approach is obvious when teaching students of widely varying abilities. Every student can make a contribution to the group effort. The affective components of learning are enhanced by producing a supportive atmosphere, where consideration for the individual is maximized.

Sample

CO-OPERATIVE BASEBALL

The class is divided into two teams. Each team stays up at bat until it scores the number of runs equal to the number of players on the team. The fielding team must stop the ball before a hit counts. A grounder must be fielded before it stops, a fly ball must be caught before it lands. The batter moves as follows:

- grounder equals one base
- infield fly equals two bases
- outfield fly equals three bases

This version requires co-operation between the batting team and the fielding team. It also stresses the skills of batting and catching. In order for the game to progress, each team must perform well at these tasks. When one team does well, the other team benefits.

DISCOVERY METHOD

Description

The Discovery or Inquiry method involves the student in learning by challenging curiosity. This approach engages reason and judgement, thus enabling the learner to relate, apply and retain subject matter while developing investigative and research skills. This method emphasizes the process of learning, thus encouraging students to ask questions and find answers. In this way, it helps to prepare students to adapt to change in their environment and cope with the future. By encouraging individuality, use of this method provides opportunities to build confidence and self-esteem. Group and individual work can be included, thus enabling greater individualized programming and instruction. Motivation is increased when students are actively involved in planning and implementing their own learning.

Method

The discovery method follows the basic pattern:

- a problem is presented to introduce a unit or topic
- students are involved in asking questions which supply needed information
- possible solutions to each sub-question are hypothesized
- research and investigations take place to test the hypotheses
- data is kept in the form of notes, as information is collected
- an outline is gradually built up from the notes
- students arrive at a conclusion, based on the evaluation of alternative solutions
- from the outline, the students can develop a written report

Sample

UNIT: Biology

TOPIC: Definition of "Living Organisms"

QUESTION: What are the characteristics of a living organism?

SUB-QUESTIONS: Elicited from the class.
Do all living organisms have the following characteristics?
Breathe
Grow
Communicate
Die
Reproduce
Eliminate wastes
Take in nourishment
Move

RESEARCH: In order to establish a list of characteristics common to all living organisms, the students examine a variety of objects and organisms to test their hypothesis.

EXAMPLES:

Wind-up toy	sponge	clock
seeds	rock	metronome
bark	lichen	egg

Students test their hypothesis by considering the following questions:

Is it living now?
Was it ever living?
Can or will it be living in the future?
Why or why not?

DATA: Students pool the results of their investigations, examining their initial hypothesis.

CONCLUSION: Students establish what the necessary qualifications are for living organisms and draw up a definition.

TASK ANALYSIS APPROACH

Description

The Task Analysis approach involves establishing goals and organizing the tasks into small steps so that the students can experience continued success. The student is positively reinforced at every step as each part of the task is mastered. Basic content and skill are the same for all students, but this approach ensures that students will experience success, though they have differing abilities. Task analysis requires the teacher to have precise objectives, for both content and skill, and to analyse the task into its components. This results in a systematic progression, where the next step builds on the one before.

Method

The task is analyzed in the following manner:

- state the final objective
- identify the knowledge and/or skills required to reach the objective
- for each of these components, identify the subskills and/or concepts needed. These may also be analyzed and further sub-divided
- the analysis ends when the skills required are perceived to already be part of the student's repertoire.

The teacher performs this breakdown by mentally "walking through" the task, visualizing each step and recording them in order. This process ensures that instruction is based on the known and progresses to the unknown. Use of this method enables the teacher to readily identify the point at which the student exhibits difficulty and thereby pinpoint specific functioning levels.

Sample

TOPIC: Arithmetic

FINAL OBJECTIVE: To be able to correctly add fractions which have different denominators.

PRE-REQUISITES:

- the student understands and is able to add whole numbers
- the student understands fractions as part of a whole
- the student understands the nature of the numerator and denominator
- the student can add fractions with the same denominator

SUB-TASKS:

- add simple fractions which have common denominators
- understand and convert fractions to a different denominator

- determine the common denominator for several fractions
- convert all fractions to the common denominator and add
- reduce fractions to their simplest denominator
- add fractions which have different denominators

EDUCATIONAL GYMNASTICS

Description

Educational Gymnastics is a method of teaching movement fundamentals which are common to all complex skills. This approach allows for individual differences in ability while the content is the same for the class. The objectives of educational gymnastics are to develop physical skills and motor control through the discovery or task approach. Rather than teaching a specific skill which is to be performed in a prescribed manner, this method concentrates on developing the component motor functions and fosters the creative processes in executing a task. Apparatus may or may not be used and can be set up in a variety of ways to stimulate interest and curiosity. Stress can be reduced by accepting different responses rather than just the one correct performance. This approach concentrates on movement awareness by teaching principles of movement which can be applied to any physical skill, thereby expanding the students' movement repertoire.

Method

Lessons could be devised on any of the following themes, or combinations of themes.

Locomotion (travelling) — transference of weight from one body part to the same, or to another body part.

Stillness — bringing actions under control and stopping movement.

Weight Bearing — maintaining body position with different bases, e.g. hands, feet, shoulders

Transference of Weight — resulting in movements such as rocking and rolling, sliding, step-like actions, flight.

Stretching and Curling — extending or withdrawing body parts in space.

Twisting and Turning

Symmetry and Asymmetry

Balance — static and dynamic

Control of Body Weight, Tension and Energy

Flight — including control of and body position during leaps and jumps.

Use of Space — establishing pathways, direction, level and body shape.

Speed and Rhythm

The teacher establishes a topic or theme for the lesson, devises a teaching progression, and develops one or more tasks which utilize the principles taught. Stations may be set up, with or without equipment, with a task card for each. Students may be directed to work individually, in partnership, or in groups. A useful structure for lesson planning would be:

Warm-up
- — using activities from the previous lesson
- — including vigorous activity, stretching and preparation

Movement training
- — introduce a movement concept or expand on one previously introduced
- — teach principles of movement involved in the particular theme

Application	— involving stations with or without apparatus — giving tasks to perform which allow the students to further explore the movement concept
Warm-down	— reinforcing what has been taught — allowing students time to think and recuperate

In this type of lesson, the teacher will see students working at their own level to produce a response. Creativity is encouraged; cognitive skills in understanding principles of movement are involved; fundamental movement techniques are practised. Every response that meets the requirements of the task is accepted and, therefore, every student can participate and receive recognition. Students are challenged by the teacher to create a greater variety of task responses, or to imitate or perfect one particular response. Students are, therefore, able to meet success at their own ability level.

Sample

LESSON TOPIC: Flight (Leaps and Jumps).

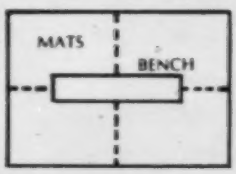
WARM-UP ACTIVITY: Include locomotor movement, hopping, running, 2-foot take-offs, 1-foot take-offs.

MOVEMENT TRAINING: From the warm-up continue with 2-foot take-offs and landing. Stress elements of the take-off—knees bent, weight forward, arms back, push-off. Elements of landing and achieving stillness are explained—bent knees, muscle tension, balanced position on landing. Practice one-foot and two-foot take-offs from a stand and a run.

The next emphasis is on body position in the air. Students attempt to vary body position during flight, resulting in a variety of known and new types of jumps. Students are asked to demonstrate particular jumps and the rest try them.

APPLICATION: Students are divided into groups and rotate from task to task.

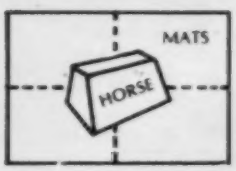
TASKS: No. 1



Jump onto bench
Jump off bench
Jump over bench

changing take-off, landing and body position in the air

No. 2



Jump onto horse
Jump off horse
Jump over horse

changing landing position and body position over the horse

Students are encouraged to vary their responses in as many ways as possible. Then they will be given time to work on a particular response sequence and, in appropriate cases, to demonstrate to the class.

WARM-DOWN: Discussion of how various moves satisfied the requirements of the task and of difficulties encountered reinforces the movement training.

INDIVIDUAL CONTRACTING

Description

In cases where development of student involvement and commitment is desired, individual contracts may be used. This consists of the teacher and student mutually agreeing upon a set of goals. Included is an expected date of completion, and a specified method or choice of learning alternatives which the student may use.

Other conditions must be present if the contract is to be effective. The principal's support and consent are needed. The student must fully understand and agree with the terms of the contract. Assigning grades should be based upon the progress and ability of the individual student. Co-operation of parents is encouraged by keeping them informed of the program and the individual student's progress. Opportunity to discuss his/her progress and a chance to re-negotiate the terms of the contract are essential factors. Conferences may also be used by the teacher to spot difficulties, help problem-solve, make suggestions, offer encouragement, and teach new skills.

The teacher may help the student in designing the educational program consistent with the requirements of the contracted grade. This may be done by deciding co-operatively on a topic and the key areas to be explored. A plan of action, and a time frame are constructed. The teacher may guide the student in locating available resources. Reporting techniques could be discussed, as well as additional areas for study.

Method

Once the principal has expressed willingness to support the program, the contracting program may be established and discussed with the students. Careful explanation of the meaning of contracting and the degree of commitment of both teacher and student is required. The grading procedure should also be discussed with the students.

One possible arrangement involves contracting for a grade (A,B,C or F.) In order to achieve that grade, the student maintains the marks at the agreed level. If the student completes an assignment and it does not reach that level, he may re-do the assignment one, two, or three times. If he is unsuccessful after the third try, he will not receive credit for the assignment.

At that time he may re-negotiate the mark. Then, all previous assignments will receive that grade, as well. He may also raise his grade. However, all assignments must meet that level, and opportunity is given to re-do any work to bring it up to that standard.

The greatest benefit gained by this method is that students approach their work with enthusiasm. They become active participants in their own educational program, and may choose and design their own work plan. Their work plan is individualized, and gives opportunity for success. By re-doing work, students may achieve a mark which they never thought possible. Competition with other students is minimized.

Sample Contract Agreement

Name _____

Grade agreed upon: _____

Assignments to be completed:

_____

_____

_____

_____

Date to be completed: _____

Teacher-Student Consultation date: _____

Signed: Student _____

Teacher _____

Parent _____

GROUPING

Description

In order to facilitate student learning, the teacher may group students in many ways. These include grouping by learning styles, academic achievement levels, or by functioning ability levels.

When grouping according to differing learning styles, the students are all presented with the same cognitive information. What differs from group to group is how the information is presented. For students who learn best auditorially, work is presented on tape, and instructions are given orally. For the group of students who learn best visually, instructions are given on the boards, and visual demonstrations are presented as much as possible. Students who learn best by completing manual tasks and who work well kinesthetically are provided with activities involving manipulation of materials.

When grouping according to the student's academic achievement level, the cognitive information presented is not necessarily the same. Once the student's level is established, the program presented is based on the readiness of the student to acquire new skills, and the reinforcement of existing skills. Instructional methods, media and materials used should be provided at a grade level which corresponds with the level of maturity, interests, and academic skill of the students in each group.

When grouping according to the functioning ability level of the students, the cognitive information may or may not be similar for each group. Students are grouped according to specific areas of strength and weakness. Grouping may be spontaneous, allowing for flexible establishment of groups as the need arises. Emphasis is placed on strengthening existing skills, with remediation done in areas of weakness. (A specific remediation plan should be instituted after consultation with resource personnel.) Opportunity for pairing students for tutoring is also possible.

The benefits of grouping are many. More time can be spent with the individual student because many of the students are involved in co-operative or independent activities. A greater variety of materials may be purchased, since fewer numbers will be needed.

Method

Before grouping of any sort takes place, it is necessary to determine learning style, academic achievement level, or functioning ability level. These may be obtained by consulting the OSR for diagnostic information. Also, interest inventories and reading surveys may be used to help determine learning style. In addition, evaluation of listening and reading comprehension, spelling, mathematics and written work is necessary. Observation of class performance will help to discover functioning performance levels.

Once this information is obtained, grouping may be done either homogeneously or heterogeneously.

Sample

One method combines these ideas by initially grouping according to academic achievement level. Other considerations will include the actual level of functioning, the needs and interests of the student, and his areas of strength and weakness, as well as his learning style.

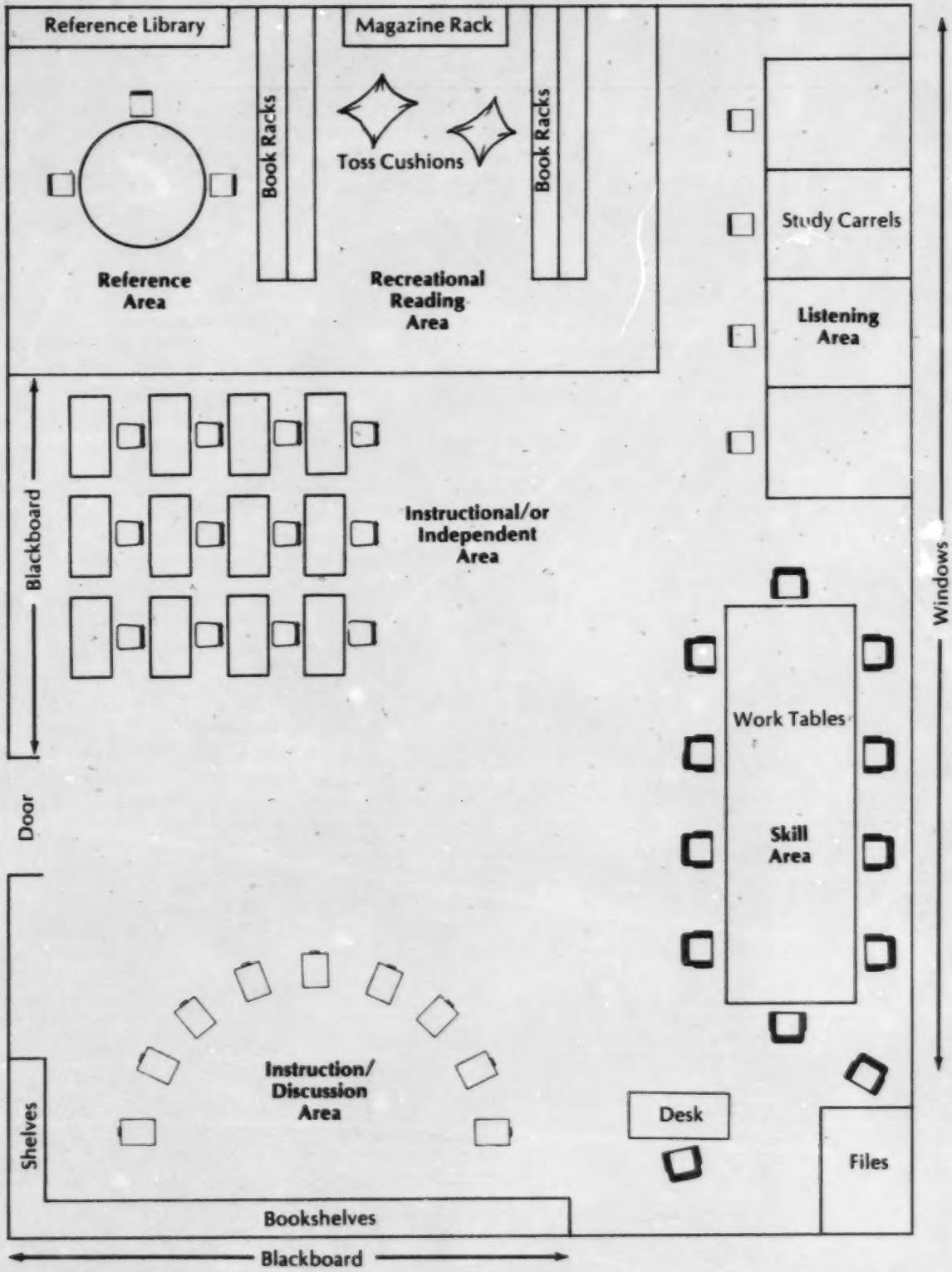
Group work will be planned on a nine to eleven day cycle. On day one the learning activities will be explained in detail. Motivational materials, aids or media will be employed. The objectives of each activity will be explained. Each group will spend three days on their set of activities. The next three days will be spent in the next set of activities. The last three days will be spent at the

last set of activities. A final day will be spent on working to individual student goals. Here the student has the opportunity to complete any unfinished work. While the teacher is involved with teaching one group a specific lesson, one group will work together co-operatively in a skill-development activity, and another group will work independently. Once each group is working, the teacher is free to help individual students in any of the three groups.

Sample Timetable

	Activity 1 **Skill Development**	Activity 2 **Teacher-Directed**	Activity 3 **Independent**
	Group 1	Group 2	Group 3
Day 1	Language — Nouns identifying.	Give explanation, oral discussion. Write outline.	Do vocabulary exercise, word puzzle.
Day 2	Noun plurals.	Write rough draft of explanatory paragraph.	Silent reading. Short story written.
Day 3	Capitalization of proper nouns.	Correct, write final copy.	Comprehension questions.
	Group 3	Group 1	Group 2
Day 4	Language — Review common, proper nouns.	Discuss method for giving an explanation, practise.	Do and correct vocabulary exercise.
Day 5	Forming plurals.	Plan rough draft, correct.	Read story silently.
Day 6	Review capitalization.	Write final draft, correct.	Correct comprehension questions orally.
	Group 2	Group 3	Group 1
Day 7	Language — Nouns identifying — worksheet.	Assign topics, write outline.	Do vocabulary exercise, correct.
Day 8	Review noun plurals.	Complete rough draft.	Read short story silently, then orally.
Day 9	Review capitalization.	Write final draft.	Do comprehension questions orally.
Day 10 Day 11	Complete all assignments. Give extra time if required.		

Sample Classroom Organization



PEER COUNSELLING AND TUTORING

Description:

While use of peer tutoring has been commonplace in elementary school settings, often with older students helping younger ones, it has, until recently, been under-used at the secondary school level. Peer counselling has been widely adopted in the mental health field and, within the past decade has been successfully introduced to many college and university campuses. Ontario has begun to use the untapped resource of student academic expertise as well as teaching and developing student counselling skills to provide an excellent support program as a positive assist to both teacher and counsellor. Both the Board of Education for the City of Hamilton and the Northumberland and Newcastle Board of Education have such programs functioning within specific high schools and other boards are in the process of setting them up.

The basic premise of peer counselling, peer tutoring, or a combination of both is that it is a support to existing services for students rather than an attempt to take their place. It has real advantages to the schools that utilize it. It provides individualized support to students in cases where a teacher or counsellor might not have enough time for such one-to-one assistance. In turn, it allows the teacher to spend more time with all members of a class instead of spending large chunks of time with one or two students with difficulties. It has been shown that peer counselling can significantly improve classroom behaviour of problem students. Students who exhibit degrees of anti-social or delinquent behaviour, unlike most of their peers, respond better to people around their own age than to significant adults. Students who might feel uncomfortable approaching a teacher for a small amount of help, often feel no such discomfort in requesting help from peers. Finally, the student doing the tutoring or counselling gains a sense of self-worth through involvement in this type of program.

Method:

Selection, training and monitoring of students to be involved as peer counsellors-tutors and counsellees are the three major elements in designing a successful support program. Selection of students to be involved is a matter of choice for the coordinator. Some schools use senior students, recommended by teachers and guidance counsellors, as peer counsellors. This has the advantage of ensuring that those students who volunteer, after staff recommendation, are committed to the program and, after training, are likely to have the ability to be successful. Other programs have used senior students with exceptionalities to provide peer counselling for younger students with the same exceptionalities. This has the advantage that the peer counsellors have a better understanding of the problems that the counsellee is experiencing but has sometimes been shown to be deficient around both counsellor commitment to the program and their own tutoring ability. Selection of counsellees can be based on a support for students with a particular exceptionality or else as a general support available to all students.

Training of peer tutors requires relatively little time, other than showing the trainees the nature of the exceptionalities that they will be working with (if this is the nature of the program), and demonstrating alternative teaching strategies. For the peer counsellor-tutor, far more extensive training is required and usually includes development of empathic understanding, dealing with the instrumental (tutoring) aspects of the peer relationship, development of counselling skills for affective problems, helping in the development of problem-solving skills with the client, and use of support activities. This type of training will take at least fifteen hours to be done effectively and will usually have to be conducted during non-school hours. Thus, the process is initially time-consuming but pays dividends in the future.

Once a program of peer counselling-tutoring is begun, it must be properly monitored; this usually being done by guidance personnel. Parental permission is required and parents should be made aware of the program whether their sons or daughters are peer counsellors or counsellees. Peer counsellors and counsellees will be meeting on a regular basis and it is extremely important that peer counsellors discuss the direction the counselling relationship is taking to ensure that they do not go beyond their mandate of providing a non-professional support to a professional function. At the same time, the coordinator may wish to monitor classroom performance and behaviour of the counsellee in order to see what progress has been made.

Sample:

A pilot program, designed exclusively to provide peer counselling-tutoring to students with specific learning disabilities, has been operated successfully in Hamilton. The results of the objective assessments of the program, which had a built-in control, showed that students with peer counsellors improved significantly in classroom behaviour and in measurable personality source traits.

POSITIVE PEER CULTURE

Description:

Positive Peer Culture, first developed in the United States in the early and mid-seventies and operationalized initially in correctional facilities, is a program aimed at developing the skills of students in living with others and becoming productive, positive members of society. Using the idea that both positive and negative actions are reinforced or extinguished through degree of peer support, Positive Peer Culture uses the peer group to shape appropriate behaviour and to build positive youth subcultures. It has proved particularly effective in schools where students have exhibited problem behaviours such as vandalism and physical aggression.

Method:

Positive Peer Culture groups are established which include a trained staff group leader, in the role of guide rather than member, and nine student members accepted on the basis of physical, mental and emotional maturity, intelligence level, home environment, verbal ability, street sophistication, and self-concept. These groups typically meet to identify problems, set priorities in dealing with them, and attempt some specific problem-solving strategy development. The specific groups set up within the school include those with leadership and help tasks. The leadership group is composed of students identified by school staff as having good leadership ability (either positive or negative), who are seen as being able to help resolve problems involving students or school. After selection procedures, these students are assigned to a Positive Peer Culture group that meets daily. The help group is designed to improve behaviour patterns of the members, and staff in the school are asked to keep the group leader informed about the school's classroom progress.

The Positive Peer Culture philosophy is that behaviour change can only be produced through lack of comfort for the individual exhibiting the negative behaviour. As a result, the student must be forced by peers into gaining self-control and ultimately taking responsibilities for his own actions. The students decide what problems are to be discussed at a particular meeting and through a combination of confrontation, empathy, and even physical restraint, all under the guidance of an adult staff member, they move toward the solution of the identified problem.

Sample:

Positive Peer Culture is a very specific and detailed type of program, described only in a rudimentary way above. It has worked well in schools that have used it when the appropriate supervision methods were carefully built in from the start. It has made schools more positive places to learn and to work and seems to be an excellent support service in schools. Downsview Secondary School in North York has been the pioneer in bringing the system to Ontario and a variety of publications detailing the program and its effects are available through the North York Board.

LIFE SKILLS PROGRAM

Description

Students are provided with classroom learning activities and experiences which will develop basic life skills or competencies. These competencies are:

- personal — maintains personal health, makes use of community resources
- social — communicates and participates in his/her community
- economic — makes and maintains a budget, provides for his/her financial needs
- domestic — sets up and maintains a household
- vocational — gets and keeps a job

Life skills may be regarded as the fulfilment of various life roles:

- consumer
- citizen
- family member
- worker

The goal of the Life Skills program is to help the student to become a self-sustaining adult.

Method

The teacher examines those competencies which are necessary in adult life, and decides what classroom activities may be used to develop those competencies.

The use of 'real' materials is essential as students require 'hands-on' experience in order to develop necessary skills. These real materials include telephone directories, city maps, road signs, machine operator's manuals, recipes, measures, labels, bus schedules, and menus. This allows students to become familiar with items from their environment, shows them the relationship of school to their interests and experiences, and gives them an opportunity to develop a functional reading vocabulary.

The development of life skills may be integrated with cognitive materials in content subjects, or it may be presented as a separate course. It is a suitable approach for trainable, educable, basic, and general levels.

Sample

Life skills is presently taught in existing courses, e.g. Family Living may be taught as part of a Health or Family Studies course. It may also be taught at the educable retarded or trainable level, as well as at schools for the blind and deaf. The content and approach may vary, but the basic concept of life skills remains.

In the area of Family Living, the adult will need to understand physical and mental changes associated with puberty. He/she will need to provide adequate physical care and financial support for his/her family. He/she needs to be aware of the gestation, labour, and delivery of the infant, and to be aware of the responsibilities of having children, and providing for their care.

The student, therefore, needs learning activities which will help develop an awareness of his/her role in the family. He/she should use socially accepted behaviours in his/her interpersonal relationships. The student also needs to develop an awareness of the physical and emotional changes associated with puberty.

Learning activities could include topics such as:

- sexuality and its meaning
- understanding feelings
- brothers and sisters
- dealing with parents
- sex roles
- physical maturity in the male and female
- pregnancy
- labour and birth
- the needs of the infant
- bathing the baby
- clothing the baby

Specific activities could include:

- researching the costs of preparing the layette for a new baby
- observing the child in the classroom
- a field trip to a pre-natal clinic and the delivery room of a hospital
- examining different marriage models and the accompanying responsibilities and problems
- a field trip to a day care centre

Sample

There may also be content subject areas where life skills may be integrated. Emphasis will be on providing practical experiences which relate to the student's needs and interests. In the role of citizen, the adult needs to understand his/her rights and responsibilities in the community, and to make use of those agencies which have been set up for his/her well-being and protection. He/she should understand electoral procedures and use his/her right to vote. He/she should respect the property and rights of others, and help to maintain law and order.

The student, therefore, needs learning activities which will help him/her understand his role in the school community, and the roles of other students and staff members. He/she should be aware of those school organizations and clubs which he/she may join, and the educational services which his/her school may provide.

He/she should be aware of his/her future responsibilities as a citizen and learn voting procedures. He/she should learn to respect the rights and property of his/her fellow students, and staff.

Learning activities should include topics such as:

- the community of the school
- roles of school staff members

- the Board of Education's role
- municipal government
- provincial government
- federal government
- election of officials
- how to use government agencies and services
- the law and women
- the law and alcohol
- the law and drugs
- police and society
- vandalism in the community
- vandalism in the school

Specific activities could include:

- interviewing school staff members, administration and board members
- comparing various levels of government
- deciding which government agency or service to use when faced with a particular problem
- listening to speakers at an all-candidates' meeting
- inviting a policeman to the classroom to answer questions relating to law-enforcement
- developing a list of suggestions for the prevention and elimination of school vandalism
- writing to a government official or member of parliament for information on a specific problem

NOT ALONE

Support Services

Each school system and community in Ontario provides a range of support services for adolescents. The nature and quality of these services varies according to locale; the names used to describe the services often differ from community to community. Within the education system, support services may be situated in a school, within a "family of schools", or at the central office of the board. In a community the support services may be composed of professional personnel, parent support groups or volunteers. Those services listed below can provide specific help to an individual student or to the classroom teacher dealing with that student. *The mandates of the community agencies listed below are broader than described here; however, the functions listed are those relevant to the school setting.*

Within Education Systems:

Guidance (Student Services)

— provides a range of individual and/or group counselling.

- career counselling — includes use of interest inventories, career testing and counselling
- Student Guidance Information Service (SGIS) — Ontario centralized computer data available to all students providing information on careers
- curriculum counselling — to ensure fulfillment of SSGD requirements as appropriate to the students' future interests and abilities
- personal counselling and interpersonal skills development
- facilitating adjustment of new students or those requiring special education
- liaison with feeder schools
- utilization of the resources of community agencies
- liaison with parents and teachers concerning student problems and/or special needs
- group testing

Psychological Services

(some school boards subdivide according to function)

- psychometric assessment — includes determination of achievement level, intellectual capacity, educational and emotional exceptionalities
- diagnosis — making specific suggestions to parents and school personnel on the treatment of choice, given the identified problem
- liaison with parents and teachers concerning results of assessment
- involvement of appropriate Special Education personnel to help with specific application of the assessment information
- individual counselling for acute problems
- in-service work for teachers

Special Education (Remedial or Consultative Services; Learning Resource Teachers; Resource Withdrawal Teachers)

- offer expertise in curriculum design and teaching methods in dealing with certain exceptionalities (eg. speech and language)
- may provide specialized equipment and resources required for students with physically related learning problems
- do some diagnostic work (eg. observation, achievement testing)
- may provide withdrawal programs for students with identified exceptionalities
- may provide in-service training for teachers
- may be involved in liaison with parents and feeder schools

Health Services (Public Health Nurse; District Health Unit)

- basic assessment of student health needs (eg. vision testing)
- provides primary care for acute injuries or illness occurring within the school prior to involvement of physician
- liaison with physicians over student medical problems
- liaison with teachers and local authorities over student health problems
- may obtain information for teachers (eg. Ministry of Health publications)
- provides nutrition information to students

Attendance Counselling Services

- school and home visits concerning prolonged or unexplained student absences
- may provide referral to an liaison with community agencies
- may give direct counselling to students
- may be involved in recommending possible alternatives regarding placement of students with specific identified problems

Within Communities:

Government Supported Agencies

- Children's Aid Society (CAS); Catholic Children's Aid Society (CCAS) — responsible for the welfare of children under 16 including adoption, foster care, child abuse investigation, community in-service work
- Family and Child Services; Catholic Social Services — assessment, individual and family counselling
- District Health Unit — public health nurses (see school Health Services), labs., inspectors
- Vocational Rehabilitation Services — assessment, recommendations regarding training and job placement of exceptional students, financial support to help cover the cost of special program or equipment needs of students with diagnosed disabilities
- Addiction Research Foundation — individual and in-service information concerning substance abuse, research
- local hospitals — services may include a wide range of assessment facilities, out-patient psychiatry for individual, group or family counselling; physio- and occupational therapy
- Probation, Parole and Aftercare Services — liaison with schools, monitoring student behaviour in the community
- Police departments — crisis intervention, contact liaison with CAS and CCAS over suspected child abuse; community service bureaus

- Canadian Mental Health Association — provides educational material and conferences, community development support staff to assist in program development, direct service programs varying with locale, social issues advocacy
- Ontario Society for Crippled Children — assessments, recommendations for specific programming, some financial support for disabled youngster requiring special equipment
- Canadian National Institute for the Blind — braille books and transcription of material to and from braille, book taping, in-service assistance, some financial support for blind students requiring special equipment.

- The following support groups provide a variety of services, often including assessment, resource information, in-service training, and counselling aimed primarily at helping parents of children with specific exceptionalities. They are typically a good resource contact for teachers and often have enough expertise to recommend specific educational programming. They include:

  Association for the Mentally Retarded
  Association for Children With Learning Disabilities
  Association for Bright Children
  Association for the Gifted in Canada
  Council for Exceptional Children
  Canadian Association for the Deaf
  Canadian Cerebral Palsy Association
  Canadian Diabetes Association
  Epilepsy Association
  Ontario Society for Autistic Children

- Other associations and agencies which provide specific services which may be valuable to teachers in gaining information on community support programs for students with specific exceptionalities include:

  Big Brothers
  Big Sisters
  Alcoholics Anonymous (Alateen)
  Community Crisis Centres (Suicide Prevention, Rape, Physical Abuse)
  YM & YWCA; YM & YWHA
  John Howard Society
  Elizabeth Fry Society
  Local Volunteer Bureau
  Parents Without Partners
  March of Dimes (Rehabilitation Foundation for the Disabled)
  Goodwill Industries
  Canadian Cancer Society
  Canadian Heart Fund
  Multicultural Centres
  Canadian Arthritis and Rheumatism Society

NOT ALONE

Conclusion

It is possible to fail in many ways . . . while to succeed is possible only in one way (for which reason one is easy and the other difficult—to miss the mark easy, to hit it difficult).

Aristotle, Nicomachean Ethics

The impact of Bill 82 will be felt in the classroom over the next few years and many teachers will be facing new challenges. The extent to which integration or mainstreaming is implemented will vary from area to area, but it is evident that we can expect some changes in the system for meeting the needs of special students.

In-Service Programs

There is a need for in-service programmes to familiarize teachers with alternative approaches, materials and methods which can be implemented in the regular classroom. Boards of Education should provide in-service opportunities for teachers which will give direction and information on meeting the special needs of students. Professional development committees can be helpful in inviting experts to address teachers at the local level. Support services in the community will be a most valuable source of information and will assist in understanding special needs, using a variety of modalities and approaches, and modifying and utilizing specialized equipment.

Program Planning

There will be an increased need for curriculum modification and flexibility in programming in order to accommodate a variety of learning styles and ability levels in the classroom. This will require the collaboration of teachers, consultants, and resource personnel in providing suitable course adaptations. It is unrealistic to expect the teacher to fulfill this function in addition to his/her regular duties, or to devise such programs without additional support. It is, therefore, incumbent upon Boards of Education and school administrators to provide the time and resources to facilitate such planning.

Resource Personnel

In order to co-ordinate the efforts of teachers and community and/or medical services, it is essential that each school provide a co-ordinator of special services. This person must be in the school, accessible to students and teachers to provide information, interpret assessments, facilitate programming, and arrange for specialized equipment and materials. Furthermore, the co-ordinator must communicate with community agencies and parents in order to avoid duplication of services or inconsistent approaches. It would be the co-ordinator's responsibility to implement support programs within the school such as peer counselling. Meetings among teachers who are working with individual students will be necessary to review programs, methods and student progress. The co-ordinator could arrange for special services, such as lesson taping, oral testing and reproduction of material in braille. Such a variety of services must be available to the teacher but must not be an addition to the teaching responsibilities.

The Bottom Line

The major interaction in the teaching/learning process is always the direct relationship between the teacher and the individual student. It is vital that this be a supportive and encouraging relationship, one that enhances the student's self-image and sense of worth. It will be important that teachers receive the preparation and support to facilitate and maximize the quality of this interaction.

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